

Evaluation Practices

- Across the States



**Department of Educational Measurement & Evaluation
National Council of Educational Research & Training
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PREFACE

Education is responsible for all-round development of the child as well as the progress of the society. Evaluation being the significant part of educational process plays a vital role in imparting quality education. Evaluation of students development and learning is absolutely necessary if teachers are to provide curriculum and instruction both age appropriate and individual appropriate. Further, the primary purpose of evaluation in the schools is to create an environment so that prescribed curriculum can be made more responsive and supportive to students for their all-round development.

For making evaluation more reliable, valid and humane many commissions and committees have recommended various reforms, after independence of our country. Many of these reforms have already been implemented but many more are still needed to be brought in practice by different States/UTs. Even when the broad framework of curriculum is the same all over the country but its implementation including evaluation of students performance differ from state to state, from institute to institute and even within an institution and from teacher to teacher.

In this context the department undertook a project to know the status of various evaluation practices at all stages of school education across the states. The basic purpose of this project is to know how many schemes of evaluation are being implemented? For this purpose relevant information were collected from all State Boards of Education, State Councils of Educational Research and Training (SCERTs), State Institutes of Education (SIEs) through a questionnaire. The information so far collected were analysed and presented in the report.

I express my sincere gratitude to Prof. J.S. Rajput, Director, NCERT for motivating to undertake this project and providing academic support. I am extremely thankful to all Chairpersons and Secretaries of Boards, Directors of SCERTs and the Principals of SIEs for providing information in the questionnaire.

I appreciate the efforts made by the project team consisting of Dr. Santosh Kumar, the Coordinator of the project, Dr. S.K.S. Gautam, Dr. B.L. Pandit, and Dr. K. Chandrasekhar in bringing out this report.

I hope the report will be useful to teachers, teacher educators, educational administrators and planners and all other concerned with educational evaluation at the school stage. Any suggestions for the improvement of the report will be highly appreciated.

March 2004
New Delhi

(Sarla Rajput)
Prof. & Head

Acknowledgement

It has been a keen desire of the department to know how educational agencies in various states and union territories are implementing various schemes of educational evaluation enunciated by various Commissions and Committees. It is absolutely essential to know where we as a country are standing before thinking of achieving the international standards in Educational Evaluation. The basic purpose of this project is to know how many schemes of evaluation are being implemented and how much have they changed at the state/UT level.

This is to express my sincere gratitude to Prof. J.S. Rajput, Director, NCERT for motivating and encouraging for taking this study and also for his academic input in giving it final shape.

I owe my sense of gratitude to Dr. Sarla Rajput, Prof. & Head, DEME for providing academic guidance and physical facilities in completing of the project.

I am also grateful to the chairpersons and Secretaries of Boards, the Director of SCERTs and the Principals of State Institutes of Education for helping us in collection of information under this project.

My heartfelt thanks are due to Dr. S.K.S. Gautam, Dr. B.L. Pandit, Dr. K. Chandra Sekhar for their hard and dedicated work in writing of the report. I am also thankful to Dr. A.D. Tewari who provided academic input.

I am also thankful to Mr. Rudra Narayan Sahoo, Research Associate and Kum. Neelam Mishra, Junior Project Fellow in the department for assisting in generation of various tables and collection of information from states.

I am also thankful to administrative staff for their secretarial support for helping us to bring out this report in this form.

New Delhi

**Santosh Kumar
Project Coordinator**

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CHAPTER - I

Introduction

The primary purpose of evaluation is to create an environment in schools so that the curriculum can be made more responsive and supportive to students for their all round development. Evaluation is the process of finding out the extent to which the desired changes have taken place in the pupils. It, therefore, requires collection of evidences regarding growth and progress in the pupils so that this information can be analyzed and utilized in various kinds of decision making. Therefore, the process of evaluation includes collecting data, analyzing the data for getting information, making judgements and finally taking decisions.

In school education system the purpose of evaluation for different stakeholders may be different. For students, it may be knowing how well they are achieving the curricular objectives. For teachers it may be knowing how well students are doing, what types of difficulties they are facing in learning. For supervision it may help in monitoring the effectiveness of teachers teaching and students learning. Further, parents will be interested to know the performance of their wards besides school administrators and school education planner would like to know how well students are doing in school.

For evaluation of students' achievement, curricular objectives are stated in terms of knowledge, understanding, application, skill and attitudes. It is presumed that students will achieve the objectives. Therefore, there is always a need to evaluate students achievement with respect to objectives. Hence, evaluator has to make efforts to evaluate the students' ability that demonstrates the different levels of mastering the curriculum. In terms of Blooms taxonomy for cognitive domain it may be knowledge, comprehension, application, analysis, synthesis and evaluation. The different curricular objectives require the development of written, oral and performing skills. Besides the cognitive aspects, there are some social and behavioural expectations from students.

Evaluation is considered a powerful means of influencing the quality of what teachers teach and what students learn in schools. The quality of education depends upon the techniques and tools used for capturing the levels of attainment of students in all the three domains of

learning. Further, evaluation contributes significantly in bringing desirable improvement in students in the school environment. Evaluation of students' learning is absolutely necessary if teachers are to impart curriculum and instruction that is both age appropriate and individual specific. Classroom evaluation is a highly professional activity. It should not be done casually or in haphazard manner. For this, it is essential that teachers should have clarity of conceptual and procedural foundations of assessment. Therefore, evaluation should be an integral part of teaching-learning process. Hence, there is always a need of an evaluation system which is continuous in its process and comprehensive in its scope, through which complete picture of learner's performance may be captured, and if needed, appropriate corrective measures may be adopted.

Edwards (1979) in his research on 'Effective Schools' identified five characteristics which contribute maximum to effectiveness of a school. According to Edwards, these are most tangible and indispensable. Out of these five, three characteristics are related to administrative leadership and remaining two are

- pupil progress is frequently monitored, and
- children are not permitted to fall below minimum levels of achievement

Thus an effective school chalks out a well planned system of evaluation in which teachers keep tab on systematic upward progress of students to achieve the target of all-round development of personality of students.

Making evaluation more authentic, it is essential that learning expectations and the criteria for evaluation should be matched to valued outcomes and to the task given to students. These criteria should be informed to the students before evaluating them. Therefore, criteria are to be clearly defined. Not only this, a teacher is required to be trained in evaluation. Only then, consistency in evaluation with respect to criteria can be ensured.

In operational term evaluation practices, includes areas being covered for evaluation i.e. evaluation of scholastic and co-scholastic aspects of pupils growth, techniques and tools being used for appraising performance of students in these areas, frequency of testing, reporting of the performance of students, use of evaluation results for feedback for

improvement in students learning and teachers teaching and monitoring mechanism of the evaluation system

In general, through prevailing evaluation practices it may be understood what teachers are evaluating? And what they are missing with respect to policy on education

Although the broad framework of curriculum is same all over the country, its implementation differ from state to state, from institution to institution and even within an institution from teacher to teacher. Similar is the case for evaluation practices being followed for students' performance.

In government schools, state authorities provide guidelines from time to time for bringing improvement in evaluation practices in the state. Besides, Boards of school education also provide guidelines for evaluation of students performance under their umbrella. In this context, it can be presumed that state government schools follow more or less similar evaluation procedures, across the schools in the state. Hence, it is desirable to collect information about, what are these evaluation procedures at different levels of school education in a state? What are those various components of evaluation which make the evaluation system of one state different from the evaluation system in other states? With these questions in mind, the present study was undertaken with the following objective

Objectives

- To study the existing evaluation practices at different stages of school education

Research Questions

- Do evaluation practices at different stages differ across the states in terms of procedures?

The department undertook the present study title "A Study of Evaluation Practices at all stages of School Education Across the States" mainly to know the status of evaluation practices at all stages of school education. Various committees and commissions of education since independence have made various suggestions and recommendations regarding evaluation at the school stage yet we have not much knowledge how each (state/union territory) has taken up which scheme and what modifications they have

undergone over a period of time. Educational Evaluation remains the weakest link in the total education system.

The project was initially taken up during academic session 2002-2003 and was confined to only primary stage of the school education. During the academic session 2003-2004 it was extended to the entire stage school education. A questionnaire was finalized to gather all the relevant information on the topic after a lot of discussions. The development of questionnaire was an in-house activity which was carried out by the associated team of this project. In the process of development of this questionnaire the reports of various committees and commissions which were published since independence were screened for the relevant and pertinent material. The questionnaire was sent to all the organizations dealing with the evaluation component of different stages of school education.

To realize the objective and to get the answer of the research question of this study, the recommendations of various commission and committees regarding evaluation were collected, compiled and an attempt was made to cutout major recommendations which is presented in Chapter-II. The plan and procedure used for gathering information from SCERTs and State Board of School Education regarding evaluation practices at different stages of school education are presented in Chapter III, The Analysis of the information collected from the states have been analyzed and discussed in the Chapter IV 'Evaluation Practices'. The last Chapter presents summary of this report.

CHAPTER-II

Salient Recommendations of Various Committees and Commissions on Evaluation

It is worthwhile to mention that evaluation has been an issue of concern for all initiatives to improve the education not only after independence but before of it also. In view of this a brief account of evaluation practices prevalent since vedic period till independence of the country have been summarized in following paragraphs

Evaluation – A Retrospect

The pre-independence period of school education running into more than five thousand years can be broadly divided into four periods (i) Vedic period (ii) Buddhist period (iii) Medieval period (iv) British period. The first two periods of education were indigenous development. The later two periods were greatly influenced by social and cultural influences from outside as a consequence of political invasion or political takeover by outsiders.

(i) Vedic Period

During vedic period there was no periodic or annual examination system at the school stage and therefore there was no system of mass promotion of students. Individual attention to an individual student was the dictum. Teaching and Learning in the then educational system centered to the needs of an individual. Capacity of each student in Mastery learning was the rule of the then system. In case it was found that students have forgotten earlier lesson, further teaching was stopped. It was necessary for maintaining the essential progress, continuously over a period of instruction. The essential components of learning were learning at one's own pace, continuously and in a comprehensive manner. The evaluation of a student's learning was done jointly by a galaxy of scholars. The role of a concerned teacher was supreme in such an evaluation. Oral evaluation in the form of questions and answers was the main strategy of evaluation. Examination was not seen as an ordeal but an essential requirement for keeping scholarship fresh and upto the mark.

(ii) Buddhist Period

During Vedic period education was basically meant for priestly class or some other well to do sections of the society and the language of instruction was Sanskrit. During the Buddhist period education became a wider affair and the languages of instruction were local prakrit languages. Pali received a lot attention for its development during the period. Lord Buddha imparted to life a perfectly practicable form much different from too much of idealism and ritualism. Thus practical religion and practical education became available to common people. Education was spread in Sanghas (Community Centers). Education consisted of two levels, primary and higher education. Students at many universities (Nalanda, Taxila, Vikramshila, Nagarjuna etc.) were admitted by Dwarapandits*.

The admission tests consisted of tough questions which students were supposed to discuss to certify their necessary pre-requisite knowledge. The rate of success in such admission tests is reported to be (7-10)%. At Vikramshila University admission tests were conducted jointly by six-dwarapandits and the Chairman of the University. Examination thus emerged as a quality control mechanism but the nature of examination was individualized because of fewer number of students. The tools of evaluation were oral-recitation, question-answers sessions, debates and discussions.

iii) Medieval Period

During Muslim period education was imparted in Muktabas/Madrasas and was basically religious education in nature. The examinations were very much prevalent and were internally conducted. The elements of assessment were memorization, oral testing, reading writing and Arithmetics.

iv) British Period

During British period there were two types of school i.e. Government established and Vernacular schools (government aided). In Government schools western type of education was imparted which is still continuing till this day. The vernacular schools consisted of (Patshalas, Muktabas/Madrasas) etc. The type of education which was imparted in

* A scholar who was incharge of admissions and evaluations

Vernacular schools was basically religious type. Initially the evaluation which was conducted in these schools was school based and was conducted by the teachers.

In 1857 first written examination in this country was conducted. It was based on the pattern of Matriculation examination of Britain. The examination had two objectives. One was to identify students for admission to university education. The other objective was to identify students for government (clerical) service. This examination synchronized with the establishment of three universities of Calcutta, Madras and Bombay in 1857. This resulted in start of the formal system of written examinations in India.

The university education commission in 1902 gave authority to universities to conduct Matriculation examinations and frame rules and regulations for them. Sadler commission recommended for separation of university and secondary education. It was on this basis Intermediate classes were added to the high school and renamed them as Intermediate colleges. Separate Boards of Secondary and Intermediate Examinations were constituted to prepare efficient curricula and conduct the two examinations.

In 1921 all control and responsibilities of the provincial education were transferred to states and the states were given autonomy to run their educational systems. Hartog committee in 1921 suggested that educational standards below high schools should be improved. It also suggested that promotion at lower classes should be given strictly and less capable students should be diverted to professional and commercial classes. It further suggested that public examination at the matriculation level should be strict so that only capable students reach university for further study.

No specific guidelines on evaluation system were given to school stages yet a system of evaluation emerged since 1857 which remained operational for about a century. This system laid foundation for over emphasis on examinations and memorization of knowledge. The other result was that all examinations were geared to the evaluation of academic subjects only and over-emphasis of academic subjects slowly and gradually. The first public examination at high school level controlled all teaching-learning at the lower levels. The ills of examination system that are loudly talked of today gradually seeped into the system.

The co-scholastic component of learning which was of paramount importance in earlier times was gradually neglected and ignored. On the recommendations of Hartlog Committee the marking system was introduced in the examinations along with Pass/fail system. The examination became memory based and neither student nor teacher had any concept of higher mental abilities. Because of limited coverage of content the examinations became a matter of high chance. Only Essay type of questions in the examinations question papers were the order of day, therefore a high level of subjectivity became a part of evaluation system.

It is desirable to have a look at major recommendations of various Committee and Commissions on evaluation in general and on evaluation practices at all stages of school education in particular.

University Education Commission (1948-49)

- It pointed out that examination reform was a matter of high priority in educational reform as such, and that examinations should be made valid, reliable and objective.
- It recommended that a battery of psychological and achievement tests be developed for the use with higher secondary students for the final test at the end of twelve years of schooling. This would, together with other relevant information serve the purpose of an admission examination to the first degree course at the university.
- The commission made specific recommendation for developing a set of objective progress tests for guidance and evaluating classroom progress.
- The commission, for the first time, observed that credit for class work in courses should be given along with the final examination. This would be conducive to efficiency in teaching and learning and make it possible to spread the work uniformly during the academic year, and the common practice of working at high pressure in the last few months preceding the examinations, which is responsible for undermining students' health and causing severe nervous strain, would be effectively discouraged. Therefore, the commission recommended that one third of the marks allotted to each subject be reserved for the work done during the course of instruction.

The Secondary Education Commission (1952-53)

It was the Secondary Education Commission which paved the way for examination reforms at the school level. After reviewing the defects of the existing examination system the Commission recommended a new approach to school evaluation and made a number of

concrete proposals for the improvement of the external examinations and the methods of internal assessment. Some of them are

- There should be only one public examination to indicate the completion of school courses. It may be either the High School Final Examination or the Higher Secondary Examination depending on the nature of the school where the pupil completes his course. There should be no other public examination before it.
- The certificate to be awarded to indicate the completion of Middle School or any other school class will be given by the school itself and it will be based entirely on the school records which will include the results of periodic and annual tests.
- Every pupil who completes the school course will get a school certificate based on school records testifying to this progress and attainments in different directions in school.
- Diagnosing testing is necessary throughout the school stage.
- Cumulative record cards intended for primary classes should be very simple, so that primary teachers can use them with just a little training.
- National standard of attainment should be defined at the end of the primary stage, commission does not think it necessary or desirable to prescribe a rigidly uniform level of attainment for all the primary school pupils in a state or even in a district, through an external examination.
- A common examination to be taken by the pupils of all the schools in a district at the end of the primary stage. This common leaving examination will be different from the school certificate.
- The certificate regarding the completion of the course should be given by the school and not by the external agency.
- In addition to common examination, special tests may be held at the end of the primary course for award of scholarships or certificate of merit or for the purposes of identifying talent and pupils may appear for these tests on a voluntary basis.
- Internal assessment should be built into the total educational programme of the school and should be used for improvement rather than for certifying the level of achievement of the student.
- It recommended the introduction of objective type questions in the examinations in order to minimize the element of subjectivity in essay type questions.
- It also recommended the provision of compartmental examination to facilitate retaking of examination in one or two subjects rather than being declared fail.
- It recommended the use of symbolic rather than numerical marking, for evaluating the student's work in external and internal examinations and in maintaining the records.

Indian Education Commission (1964-66)

- Several aspects of the student's growth that cannot be measured by written examinations, other methods such as observation techniques, oral tests and practical examinations, have to be devised for collecting evidence for the purpose
- Objectives and their implications for evaluation at lower primary stage should be made clear to the teachers i.e. to help pupils to improve their achievement in the basic skills and to develop the right habits and attitude
- It would be desirable to treat the lower primary stage covering I to IV as an ungraded unit, because this would help the children coming from different backgrounds to advance at their own pace. The experiment should be tried out in the beginning in Classes I and II which should be regarded as a single ungraded unit
- Observation technique, which is more reliable for assessing the pupil's growth at this stage (Classes I and II) than mere formal techniques of evaluation
- The commission laid great emphasis on comprehensive internal assessment by schools in order to evaluate all aspects of pupil growth including those not measured by public examinations
- It suggested improvement in the written examinations so that it becomes a valid and reliable measure of student achievement
- It also recommended that external examinations may be improved by raising the technical competence of paper setters, orienting the question papers to objectives rather than the acquisition of knowledge, improving nature of questions, adopting scientific scoring procedures for optimum reliability in the assessment of student's performance
- It recommended that the certificate issued by the Board on the basis of the results of the external examination should give the candidate's performance only in those subjects in which he had passed and there should be no remark to the effect that he has passed or failed in the whole examination. The Board should also issue a statement of marks or grades in all the subjects
- The Commission further recommended that the candidate should be permitted to appear again for the separate subjects or for the whole examination depending on his wish, to improve his performance

National Policy on Education (1968)

- A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time

CABE Committee on Examinations (1970)

- Its recommendations regarding to public examination wherein reiterating the recommendations of earlier commissions, it emphasized the use of grades for declaring results subjectwise, and use of model answers to serve as guidelines for the evaluation
- It recommended that the certificate issued by the examining agency should show the result of the public examination as well as the internal assessment by the teacher
- It recommended that the condition of passing in all subjects at one examination be done away with, and suggested elaborate measures for the pre-conduct, conduct and post conduct of examinations
- Regarding malpractices, the Committee was of the opinion that there was a need for legislation to curb mal practices

The Curriculum for the Ten – Year School – A Framework (1975)

General

- In the framework (1975) some general recommendations on evaluation practices and some recommendations specially at primary stage have been given these are as under
- Evaluation should be done with a variety of tools and techniques Written tests, practical and oral tests, observation, rating scales etc , to measure different objectives and content
- Evaluation should be at several points in time It should not be a one-shot affair at end of six months or one year
- Pupils should have knowledge of the results of their learning as immediately after learning as possible
- Pupils should know clearly what they have learnt? How much they have learnt and how well they have learnt it?
- Teachers should know from evaluation – what his instruction has done? Where his instruction has failed? And where his instruction needs change?
- All the pupils are able to master the subject that the teacher teaches
- Evaluation should be done by the teacher himself
- Students do not develop wrong attitudes to evaluation, but take it in the right spirit as a means of improving their own achievement

Specific at Primary Stage

- At primary stage, no rigid system of evaluation should be imposed. Evaluation should be integrated with the process of learning, and a system of continuous recording of the progress and development of each child on the basis of observation and oral tests, should be prepared.
- Promotion should not be based on the annual examination at the end of each year, but on the record of progress as registered over the session, and, normally, all the children should be promoted.
- Continuous evaluation of the development of the pupils in all aspects should be a regular procedure.

Specific at Secondary (Middle) Stage

- There should be a variety of ways of testing and not just essay tests.
- The written examination should have a place in evaluating the achievement of students in subject areas.
- Observation, check-lists, oral examination and evaluation of products should be used in addition as tools and techniques of evaluation.
- Annual examinations may also be held, if considered necessary, but these should not have an unduly greater weightage than the other assessments made during the year.
- The emphasis should not be on formal tests for pass or fail in the aggregate, it should be on the assessment of pupil growth for the guidance of all concerned.
- There should not be any pass or fail in any examination.
- Letter grading on a five-point scale may be conveniently used.
- Utilize the evaluation for the furtherance of learning.
- The schools' cumulative assessment in each subject/unit should be placed on record and given to each student.
- Schools cumulative assessment should cover both scholastic and non-scholastic areas, and be without aggregate.
- Every school should hold community meetings from time to time not only to involve the community in the school programme, but also to let the community know how evaluation is done and used for the improvement of pupil growth and learning as well as for the improvement of instruction by the teachers.

The National Policy on Education – 1986

- Assessment of performance is an integral part of any process of learning and teaching.

- Examinations should be employed to bring about qualitative improvements in education
- Methods of assessment should be valid and reliable and it should be a powerful instrument for improving teaching and learning.
- Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time
- Evaluation at the institutional level will be streamlined and the predominance of external examinations reduced
- The use of grades in place of marks, and
- Instruction of the semester system from the secondary stage in a phased manner

Programme of Action (POA) 1986

- The Boards of Education will lay down the levels of attainment expected at Classes V, VIII, X and XII
- The Boards will also prescribe the learning objectives corresponding to these levels of attainments in terms of knowledge and comprehension, communication, skills in the application of knowledge, and the ability to learn
- Scheme of evaluation consisting of examinations to test those aspects of learning which can be assessed through formal examinations, the procedure for assessing those aspects which cannot be tested through such as examination, will be developed. Abilities and proficiencies which can and should be assessed through institutional evaluation will be identified and procedure evolved for such evaluation
- Along with external examination, continuous institutional evaluation of scholastic and non-scholastic aspects of education will be introduced
- Evaluation of students performance will move towards cumulative grading system.
- The certificates of institutional evaluation may cover academic achievements as well as non-scholastic aspects
- Integration of evaluation with the process of teaching and learning will help diagnose the weaknesses and deficiencies in education. This diagnostic aspect will be utilized to develop remedial programme for weaker sections

National Curriculum for Elementary and Secondary Education – A Framework (1987)

General

- Continuous and comprehensive evaluation of the growth and development of the learner in each of the areas of learning should be systematically conducted through the total span of instructional time
- Minimum learning outcomes in respect of cognitive, psychomotor and affective domains of learning should as clearly and concretely spelled out as possible
- Evaluation should cover all learning outcomes in all areas of learning
- Concrete, reliable and valid evidences of attainment of Minimum Learning Outcomes (MLOs) are to be collected
- Evaluation should be construed as a powerful instrument for improving teaching and learning instead of using it mainly as a grading device
- Evaluation should be used more as an effective feedback mechanism for the benefit of teachers, learners and parents so that timely corrective and remedial measures could be taken to ensure that minimum levels of learning laid down are attained by one and all learners
- The purpose of evaluation should be diagnostic, that is, to ascertain strength and weaknesses of the learner, it should be predominantly so at the elementary stages of school education
- More emphasis is laid on development assessment of basic skills (competencies) and desired attitudes and values rather than rote memorization of information from books
- More and more informal means of evaluation are adopted in order to reduce the anxiety and experienced by the learners at all stages of school education

At Primary Stage

- No rigid and/or formal testing should be introduced at this stage
- More use of oral testing should be made to assess the development of basic skills in language, numeracy, health, nutrition and sanitation
- Periodical check-ups of physical, social and emotional growth and development should be made and carefully recorded
- Efforts should be made to record evidence regarding psycho-motor skills related to non-scholastic areas such as work experience, art education and physical education
- Sufficient evidence should be collected with the help of formal and informal observations and other tools and techniques to prepare a profile of the growth and development of every learner

At Secondary Stage

- From middle stage onwards, written tests and examinations may be given more emphasis and importance, without discarding the good practices, modes, tools and techniques that are initiated at primary stage
- Continuation of the policy of non-detention
- In place of marks the use of grades seems to offer a better alternative
- Introduction of Semester System from the secondary stage will be immensely helpful

Ramamurthy Review Committee Report of NPE-1986 (1990)

- The knowledge in different disciplines needs to be viewed in an integrated manner, rather than in water-tight compartments. By doing this it would be possible to avoid unnecessary repetition of facts
- There is over-dependence on text book-based learning, rather than on inculcating efficient reading habits and capabilities of self learning. Emphasis on supplementary reading material and library work as important elements in school education can help in reducing exclusive dependence on textbooks, without losing on quality of education
- There is a fallacy which has guided formulation of curriculum, particularly in science subjects, for a long time and is one of the chief causes for the load of the science books. This is the principle of preparing the science material to catch up with the exponential growth of knowledge. Instead, there is need to stress the scientific method of acquiring knowledge, rather than knowledge itself. Equipped with the tool of the method of acquiring knowledge, the student should be in a position to learn throughout life according to his/her needs

Programme of Action (1992)

- De-emphasis of memorization
- The MLLs will be adapted/adopted by the concerned agency in each state and district to suit the local conditions
- A flexible scheme of Comprehensive and Continuous Evaluation (CCE) at the elementary stage will be prepared by each state, so as to make the evaluation process as an integral part of teaching and learning
- Employ a variety of tools and techniques of evaluation for collecting evidence on different dimensions of pupils growth
- Evaluation will be reported in the form of grades on a comprehensive proforma
- Appropriate procedures for ensuring reliability, validity, objectivity and transparency of the evaluations will be suggested by the concerned agency in each state

Janardhan Reddy Committee Report (1992)

- Preparation of a status report of examination reform measures undertaken by the examining bodies
- Preparation of a National Examination Reform Framework to serve as a set of guidelines to the examining bodies which would have the freedom to innovate and adopt the framework to suit the specific situation
- Developing an effective mechanism for coordination, monitoring and evaluation of the implementation of the examination reforms by the different examining bodies
- Documentation and dissemination of innovations and measures for examination reforms

National Policy on Education – 1986 with Modification undertaken in 1992

- Assessment of performance is an integral part of any process of learning and teaching
- Examinations should be employed to bring about qualitative improvements in education
- Methods of assessment should be valid and reliable and it should be a powerful instrument for improving teaching and learning
- Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time
- Evaluation at the institutional level will be streamlined and the predominance of external examinations reduced
- Introduction of the semester system from the secondary stage in a phased manner
- The use of grades in place of marks, and
- A National Examination Reform Framework would be prepared to serve as a set of guidelines to the examining bodies which would have the freedom to innovate and adapt the framework to suit the specific situations

Yashpal Committee Report (1993)

- The public examinations taken at the end of class X and XII be reviewed with a view to ensure replacement of the prevailing text based and 'quiz type' questioning by the concept based questioning. This single reform is sufficient to improve the quality of learning and save the children from the tyranny of rote memorization

National Curriculum Framework for School Education (2000)

Primary Stage

- Formative evaluation with adequate emphasis on both continuity and comprehensiveness
- Evaluating students using observations and oral techniques on the basis of their participation in classroom activities
- Use of diagnostic test for identifying hard spots of learning and organizing remedial measures
- Use of observation, rating scales and continuous reporting once in three months for assessment of co-scholastic attributes
- Maintaining student's portfolios meticulously prepared for cumulative record of students' progress both in scholastic and co-scholastic areas
- Use of three-point absolute grading in respect of assessment in scholastic areas and three-point direct grading in respect of co-scholastic attributes for indicating performance of students

Upper Primary Stage

- Apart from the oral and written tests, assignments and project work will also be used for the purpose
- Continuous and Comprehensive Evaluation will also continue with special focus on diagnosis and remediation for weak students and enrichment for the brighter ones
- Criterion-referenced tests will be employed periodically for ensuring the acquisition of competencies up to the mastery level in different curricular areas
- The evaluation of co-scholastic attributes will be carried out continuously using observation, rating scale and check-lists and will be reported quarterly
- Self evaluation by students and peer evaluation may also form part of the total evaluation procedure
- At this stage, the five point absolute grading will be used for indicating students' achievement level in scholastic areas and the three-point direct grading in co-scholastic areas

Secondary Stage

- No student will be declared pass or fail
- Courses will be modularized for the purpose of organizing them into four semesters

- The evaluation will be predominantly school-based using the continuous and comprehensive evaluation mode with special emphasis on diagnosis and remediation aiming at ensuring the mastery level
- Students' achievement in different subject areas will continue to be assessed periodically by employing criterion-referenced tests
- The performance of students will be graded on a nine-point scale using absolute grading
- Attributes pertaining to the co-scholastic areas will be assessed through observation, check-lists and rating scales and will be reported using a five-point direct grading
- Cumulative record cards for individual students will be maintained indicating their performance assessed through various tests, rating scales, etc
- The portfolios of individual students will also contain their self-appraisal and peer evaluation besides their cumulative record cards

Higher Secondary Stage

- The courses will be organised in four semesters but will be based on credit system. The first three semester examinations will be the responsibility of the school while the fourth semester examination will be conducted by the board. The system so designed will provide for flexibility and thus enable the students to earn credits at their own pace
- Tutorials will also be introduced at this stage and given proper place in the final evaluation scheme
- Schools will continue to focus on the mastery level learning through criterion-referenced testing whereas the board will focus on norm-referenced testing
- The performance in school-based examinations will be graded on a nine-point scale using absolute grading and grading by directly converting marks into grades. However, the boards may use nine-point grading on the curve for the purpose of classifying the students in public examination
- The assessment of co-scholastic areas will be carried out by the school using five-point direct grading which will be recorded semester wise
- The grades for scholastic and non-scholastic areas for the third semester and grades only for co-scholastic areas for the fourth semester will be conveyed by the schools to the boards for the purpose of showing them on to the transcript. The system will provide for opportunities to improve upon the grades to those who wish to do so

A Policy Framework Reforms in Education (2000)

- Grants have to be linked to achievements of individual educational institutions
Reforms in education are a continuing process
- The institutions should be rated by independent agencies, as is done in the financial markets. The process should be analogous to the credit rating for financial institutions. All institutions failing minimal quality tests to be given a pre-specified time to improve, failing which these are de-recognized. All institutions should obtain this rating each year. This should be prominently displayed in all communication and application forms. This should strengthen the accreditation process.
- Initially, higher educational institutions should comply with rating movements. After a defined period of time, the rating system should be extended to schools as well.

Sarva Shiksha Abhiyan (A Programme for Universal Elementary Education) (2001-2002)

- The community leaders and groups need to be sensitized on issues related to monitoring of children's progress and other quality related school activities. Existing Village Educational Committees, Parent Teacher Associations, School Educational Committees, Teacher Associations, School Management Committees, etc., should be involved in this process by organizing fortnightly/monthly meetings in the schools.
- A periodic assessment after every three years should be done at primary and upper primary stages to assess enhancement in childrens' learning achievement and progress, using the BAS findings as a reference point.
- Research groups at the state, district and sub-district levels would be constituted to facilitate quality improvement in teaching learning.

In view of the recommendations of various Commissions and Committees collected regarding evaluation in general and evaluation practices in particular, following major concerns of evaluation practices at different stages of school education have emerged

General :

- Examinations should be made valid, reliable and objective
- De-emphasis of memorization
- Evaluation should be done with a variety of tools and techniques to measure different objectives and content
- Evaluation should enable the teachers to see the effectiveness of his instruction and enable the pupils to judge the results of their learning efforts

- Evaluation should act as an instrument of improving both the teaching and learning process including the content of courses and methods of teaching
- Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time
- Student's portfolios should be maintained meticulously for cumulative record of student's progress both in scholastic and co-scholastic areas
- More and more informal means of evaluation should be adopted in order to reduce the anxiety and experienced by the learners at all stages of school education
- Emphasis on comprehensive internal assessment by schools in order to evaluate all aspects of pupil growth including those not measured by public examinations
- External examinations may be improved by raising the technical competence of paper setters, orienting the question papers to objectives rather than the acquisition of knowledge, improving nature of questions adopting scientific scoring procedures for optimum reliability in the assessment of student's performance
- Certificate issued by the board on the basis of results of the external examination should give the candidates performance only in those subjects in which he had passed and there should be no remark to the effect that he passed or failed in the whole examination
- The candidate should be permitted to appear again for the separate subjects or for the whole examination depending on his wish, to improve his performance
- Use of symbolic rather than numerical marking, for evaluating the student's work in external and internal examinations and in maintaining records
- Use of grades for declaring results subject wise
- Need for legislation to curb malpractices
- Besides the annual examinations there must be regular periodical tests to evaluate the progress of students
- Predominance of external examinations should be reduced
- Introduction of semester system from the secondary stage in a phased manner
- Certificates of institutional evaluation may cover academic achievements as well as co-scholastic aspects
- Emphasis should be on supplementary reading material and library work rather than on over-dependence on text books
- A National Examination Reform Framework should be prepared to serve as a set of guidelines to the examining bodies which would have the freedom to innovate and adopt the framework to suit the specific situation

- An effective mechanism should be developed for coordination, monitoring and evaluation of the implementation of the examination reforms by the different examining bodies
- The institutions should be rated by independent agencies, as is done in the financial markets. All institutions failing minimal quality tests to be given a pre-specified time to improve, failing which these are de-recognized. All institutions should obtain this rating each year. This should strengthen the accreditation process

Primary stage :

- National standard of attainment should be defined at the end of primary stage
- Observation techniques, which is more reliable for assessing the pupil's growth at Class I and II than more formal techniques of evaluation should be used
- Evaluation should be integrated with the process of learning, and a system of continuous recording of the progress and development of each child on the basis of observation and oral tests should be prepared
- The purpose of evaluation should be diagnostic, that is, to ascertain strength and weaknesses of the learner
- No rigid and/or formal testing should be introduced at this stage
- More use of oral testing should be made to assess the development of basic skills in language, numeracy, health, nutrition and sanitation
- Periodical check-ups of physical, social and emotional growth and development should be made and carefully recorded
- Sufficient evidence should be collected with the help of formal and informal observations and other tools and techniques to prepare a profile of the growth and development of every learner

Upper Primary stage :

- Apart from oral and written tests, assignments and project work should also be used in evaluation
- The evaluation of Co-scholastic attributes should be carried out continuously using observation, rating scale and check-lists and should be reported quarterly
- Self evaluation by students and peer evaluation may also form part of the total evaluation procedure
- Five-point absolute grading should be used for indicating students achievement level in scholastic areas and the three-point direct grading in Co-scholastic areas

Secondary stage :

- Various ways of testing such as observation, check-lists, oral examination and evaluation products should be used
- Emphasis should not be on formal tests for pass or fail in the aggregate, it should be on the assessment of pupil growth for the guidance of all concerned
- School's cumulative assessment in each subject unit should be placed on record and given to each student
- Schools cumulative assessment should cover both scholastic and co-scholastic areas
- In place of marks grades should be used in scholastic and non-scholastic areas
- The evaluation should be predominantly school based using the continuous and comprehensive evaluation mode with special emphasis on diagnosis and remediation

Higher Secondary Stage :

- The courses may be organized in four semesters but should be based on credit system. The first three semester examinations should be the responsibility of the school while the fourth semester examination should be conducted by the board
- Tutorials should also be introduced and given proper place in the final evaluation scheme
- The assessment of co-scholastic areas should be carried out by the school using five point direct grading which should be recorded semester wise
- The performance in school-based examinations should be graded on a nine-point scale using absolute grading. However, the boards may use nine-point grading on the curve for the purpose of classifying the students in public examination

CHAPTER III

PLAN AND PROCEDURE

Introduction

For making evaluation more reliable, valid and humane many commissions and committees have recommended various reforms, after independence of our country. Many of these reforms have already been implemented but many more are still not being in practice by different States/UTs. Even when the broad framework of curriculum is almost same all over the country. However implementation aspect is not being followed in same manner. Keeping this in mind it was planned to collect information from different States/UTs of the country about the evaluation practices prevailing at different stages of school education.

Procedure

During the session 2002-2003 in the project, the information was collected in the form of write-ups from State Coordinator nominated by State authorities from various states in the format developed and finalized in the department. The following items were included in the format.

- What is structure of school education
- Whether Non-detention Policy is being followed
- Whether Continuous and Comprehensive Evaluation Scheme (CCE) is being followed
- Whether MLL is being followed
- How many number of working days are in an academic session
- What is average class size
- What is source of Text books in the state
- Whether Parent Teacher meetings are organised
- Whether Assessment of non-scholastic areas is carried out
- Whether different Techniques of Evaluation are being used for evaluation of students performance
- Whether weightage to unit/term tests is given
- Whether the performance of students is reported in Grades or Marks
- Whether the scheme of grace marks/supplementary examination is followed
- Whether external/public examination is conducted
- Whether the report card is provided to parents regarding the performance of their ward

Keeping in view the recommendations of PAC for collecting information regarding evaluation practices at all stages of school education a detailed questionnaire (Appendix-I) covering all aspects of evaluation in the light of common recommendations of various commission and committees was developed in the department. The questionnaire was dispatched to Board of school education SCERT/SIE and Department of Education in states for providing relevant information. The various aspects of evaluation covered in the questionnaire are as under

- Classes covered at various stages of school education.
- Instructional time for various stages of school education
- Subjects being taught in scholastic areas and activities covered under co-scholastic areas
- Co-scholastics programmes/activities are being organised in schools
- Sports and games are being organised by schools
- The mode of motivation of students for participating in various co-curricular activities
- List of personal and social qualities are being developed and evaluated in the schools
- Tools are being used for assessment of students in personal and social qualities
- The list of various incentive schemes being implemented in the schools
- Status of non-detention policy in the state.
- Status of Continuous and Comprehensive Evaluation Scheme in the state
- System of inspection/supervision of schools in the state
- Do teacher provide 'homework' to students
- Nature of the question papers are being used at different levels
- Number of term in a session
- Status of inservice training programmes in states
- Status of diagnostic testing and remedial instruction in the state
- Stages at which public examinations are conducted
- Weightage to oral and written examination in public examination
- Use of grades at different stages of school education
- Are teachers practicing informal evaluation techniques?
- Whether the results are being analysed and being used for feedback?

The information on the above stated points were collected from all the states. These information was analysed and presented in Chapter IV

CHAPTER IV

Evaluation Practices

The information gathered through questionnaire for knowing evaluation practices being followed across the states at different levels of school education have been analyzed and tabulated in various tables. The outcomes of these tables have been presented and discussed under the following heads

- General
- Primary Stage
- Upper Primary Stage
- Secondary Stage
- Higher Secondary Stage

The highlights are provided at the end of each heading under findings

General

Information on some aspects such as classes comprises at various stages, status of non-detention policy, Development and implementation of Continuous and Comprehensive Evaluation, Competency Based Teaching-Learning, Conduct of External/Public Examination at primary and upper primary stages, number of terms in an academic session, identification of hard sports in learning, assignment of project work and analysis of annual results for various purposes have been discussed under this heading. These are as under

Stages of School Education

Table 1: Classes comprises at various stages of school education

S.No.	State/UT	Primary	Upper Primary	Secondary	Higher Secondary
1	Andhra Pradesh	I-V	VI-VII	VIII-X	XI-XII
2	Arunachal Pradesh	I-V	VI-VIII	IX-X	XI-XII
3	Assam	I-IV	V-VII	VIII-X	XI-XII
4	Bihar	I-V	V-VIII	IX-X	XI-XII
5	Chhattisgarh	I-V	VI-VIII	XI-X	XI-XII
6	Delhi	I-V	V-VIII	IX-X	XI-XII
7	Goa	I-IV	V-VII	VIII-X	XI-XII
8	Gujarat	I-IV	V-VII	VIII, IX-X	XI-XII
9	Haryana	I-V	VI-VIII	IX-X	XI-XII
10	Himachal Pradesh	I-V	VI-VIII	IX-X	XI-XII

11	Jammu & Kashmir	I-V	VI-VIII	IX-X	XI-XII
12	Jharkhand	I-V	VI-VIII	IX-X	XI-XII
13	Karnataka	I-V	VI-VIII	VIII/IX-X	PUC I & II Year
14	Kerala	I-IV	V-VII	VIII-X	XI-XII
15	Madhya Pradesh	I-V	VI-VIII	IX-X	XI-XII
16	Maharashtra	I-IV	V-VIII	IX-X	XI-XII
17	Manipur	I-V	V-VIII	IX-X	XI-XII
18	Meghalaya	I-IV	V-VII	VIII-X	XI-XII
19	Mizoram	I-IV	V-VII	VIII-X	XI-XII
20	Nagaland	I-IV	V-VIII	IX-X	XI-XII
21	Odisha	I-V	VI-VIII	IX-X	XI-XII
22	Punjab	I-V	VI-VIII	IX-X	XI-XII
23	Rajasthan	I-V	VI-VIII	IX-X	XI-XII
24	Sikkim	I-V	VI-VIII	IX-X	XI-XII
25	Tamil Nadu	I-V	VI-VIII	IX-X	XI-XII
26	Tripura	I-V	VI-VIII	IX-X	XI-XII
27	Uttar Pradesh	I-V	VI-VIII	IX-X	XI-XII
28	Uttanchal	I-V	VI-VIII	IX-X	XI-XII
29	West Bengal	I-V	VI-VIII	IX-X	XI-XII
30	A & N Island	I-V	VI-VIII	IX-X	XI-XII
31	Chandigarh	I-V	VI-VIII	IX-X	XI-XII
32	Pondicherry	I-V	VI-VIII	IX-X	XI-XII

- In Karnataka Class VIII is considered both in upper primary and secondary level

Table reveals that the entire school education has been divided in four stages i.e. primary, upper primary, secondary and higher secondary stage. Of the 32 states/UTs where from the information were collected indicate that the primary stage is covering classes I to V in case of 24 states/UTs. In case of eight states, i.e., Assam, Goa, Gujarat, Kerala, Maharashtra, Meghalaya, Mizoram and Nagaland primary stage having classes I to IV. The states/UTs who are having classes I to V in primary stage are having classes VI to VIII at upper primary stage and states who are having classes I to IV at primary level are having classes V to VII at upper primary stage. However, in Karnataka class VIII is part of both upper primary as well as secondary stage.

The secondary stage is comprises of classes IX and X in the states/UTs where upper primary stage is upto class VIII. In contrast to this, where upper primary stage is upto class VII, the secondary stage covers classes VIII, IX and X.

The higher secondary stage is uniformly covering classes XI and XII across the states/UTs except in case of state of Karnataka where it is pre-university course (PUC I and II).

Non-Detention Policy

Table 2: Implementation of Non-detention Policy

Sl. No.	States/UTs	Non-Detention Policy is followed at	
		Primary	Upper Primary
1	Andhra Pradesh	✓	✓
2	Arunachal Pradesh	x	x
3	Assam	x	x
4	Bihar	x	x
5	Chhatisgarh	x	x
6	Delhi	✓	-
7	Goa	✓	x
8	Gujarat	✓	✓
9	Haryana	✓ *	x
10	Himachal Pradesh	✓	x
11	Jammu & Kashmir	✓	✓
12	Jharkhandh	✓	-
13	Karnataka	✓	✓
14	Kerala	✓	x
15	Madhya Pradesh	✓	✓
16	Maharashtra	✓	x
17	Manipur	x	x
18	Meghalaya	x	x
19	Mizoram	x	x
20	Nagaland	✓	✓
21	Orissa	✓	✓
22	Punjab	✓	-
23	Rajasthan	✓	x
24	Sikkim	-	-
25	Tamil Nadu	x	x
26	Tripura	x	x
27	Uttar Pradesh	✓	x
28	Uttanchal	✓	x
29	West Bengal	✓	x
30	A & N Island	✓	x
31	Chandigarh	✓	x
32	Pondicherry	✓	x

✓ - Yes x - No - - No response * - Only in I & II classes

Table 2 shows that non-detention policy is being followed in 22 states/UTs at primary stage, however, in Haryana and Orissa states it is implemented only upto class II only. In the remaining states/UTs barring Sikkim it is not in practice. The information regarding status of non-detention policy is not received from Sikkim.

Table further indicates that only Andhra Pradesh, Gujarat, J&K, Karnataka, Madhya Pradesh, Nagaland and Orissa states have extended the non-detention policy upto upper primary stage

Status of Continuous and Comprehensive Evaluation Scheme (CCE)

Table 3: Status of Continuous and Comprehensive Evaluation Scheme

Sl No	States/UTs	Primary		Upper Primary		Secondary		Highest Secondary		Widely Circulated	Trains provide teacher support
		Dev.	Imp.	Dev.	Imp.	Dev.	Imp.	Dev.	Imp.		
1	Andhra Pradesh	✓	✓	✓	✓	✓	✓	-	-	✓	✓
2	Arunachal Pradesh	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Assam	x	x	x	x	x	x	x	x	x	✓
4	Bihar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Chhatisgarh	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Delhi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Goa	x	x	x	x	x	x	x	x	x	✓
8	Gujarat	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Haryana	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Himachal Pradesh	✓	✓	x	x	x	x	x	x	✓	✓
11	Jammu & Kashmir	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Jharkhand	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Karnataka	✓	✓	✓	✓	✓	✓	x	x	✓	✓
14	Kerala	✓	✓	✓	✓	✓	✓	x	x	✓	✓
15	Madhya Pradesh	x	x	x	x	✓	✓	✓	✓	✓	✓
16	Maharashtra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Manipur	✓	✓	✓	✓	✓	✓	x	x	✓	✓
18	Meghalaya	x	x	x	x	x	x	x	x	x	✓
19	Mizoram	✓	✓	✓	✓	x	x	x	x	✓	✓
20	Nagaland	x	x	x	x	x	x	x	x	✓	✓
21	Orissa	✓	✓	✓	✓	x	x	-	-	-	-
22	Punjab	-	-	-	-	-	-	-	-	-	-
23	Rajasthan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	Sikkim	-	-	-	-	-	-	-	-	-	-
25	Tamil Nadu	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26	Tripura	x	x	x	x	x	x	x	x	x	✓
27	Uttar Pradesh	✓	✓	x	x	x	x	x	x	✓	✓
28	Uttanchal	✓	✓	✓	✓	x	x	x	x	✓	✓
29	West Bengal	✓	✓	x	x	x	x	x	x	x	✓
30	A & N Island	x	x	x	x	x	x	x	x	x	✓
31	Chandigarh	x	x	x	x	✓	✓	x	x	✓	✓
32	Pondicherry	✓	✓	x	✓	x	✓	x	✓	✓	✓

Table 3 provides information regarding Continuous and Comprehensive Evaluation (CCE) across the states in the country. It may be observed that out of 32 states/UTs Goa,

Meghalaya, Nagaland, Punjab, Tripura, Andaman & Nicobar Islands and Chandigarh the scheme is neither developed nor implemented yet at any stage of school education. Out of the remaining states/UTs the CCE scheme is implemented upto higher secondary stage of school education except Andhra Pradesh, Assam, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Manipur, Orissa, Uttar Pradesh, Uttarakhand and West Bengal. The CCE scheme is implemented upto secondary level in Andhra Pradesh, Assam, Karnataka, Kerala and Manipur. The scheme upto upper primary level in Mizoram, Orissa and Uttarakhand. Pondicherry is the only state which has implemented the scheme at all stages of school education but has not developed the scheme. Besides in Chandigarh, it is implemented in secondary and higher secondary stages. Punjab and Sikkim have not provided information.

Further, table indicates that states claim that they have widely circulated the scheme and provided in service training to teacher on CCE scheme particularly where the scheme is implemented.

Competency Based Teaching-Learning

Table 4: Implementation of Competency Based Teaching-Learning

Sl No	States/UTs	Primary	Upper primary
1	Andhra Pradesh	✓	✓
2	Arunachal Pradesh	✓	✓
3	Assam	✓	x
4	Bihar	✓	✓
5	Chhattisgarh	✓	✓
6	Delhi	✓	✓
7	Goa	✓	✓
8	Gujarat	✓	✓
9	Haryana	✓	x
10	Himachal Pradesh	✓	x
11	Jammu & Kashmir	x	x
12	Jharkhand	✓	-
13	Karnataka	✓	✓
14	Kerala	✓	✓
15	Madhya Pradesh	x	x
16	Maharashtra	✓	✓
17	Manipur	-	-
18	Meghalaya	x	x
19	Mizoram	✓	✓
20	Nagaland	✓	✓
21	Orissa	✓	x

22	Punjab	✓	-
23	Rajasthan	✓	✓
24	Sikkim	-	-
25	Tamil Nadu	✓	✓
26	Tripura	x	x
27	Uttar Pradesh	✓	✓
28	Uttanchal	✓	x
29	West Bengal	✓	✓
30	A & N Island	✓	x
31	Chandigarh	x	x
32	Pondicherry	✓	x

Table 4 shows that in the States of Jammu & Kashmir, Madhya Pradesh, Meghalaya, Tripura and Chandigarh UT competency based teaching learning approach is not followed at primary stage of schooling. The information regarding it could not be received from Manipur and Sikkim states. In the remaining states/UTs competency based teaching learning approach is in practice.

Further table 4 shows that in the states Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Delhi, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Mizoram, Nagaland, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal competency based teaching-learning approach is being followed at upper primary stage of schooling. Jharkhand, Manipur, Punjab and Sikkim did not provide the information.

Public Examination

Table 5: Public Examination/External Examination

Sl. No.	States/UTs	Primary	Upper Primary
1	Andhra Pradesh	x	✓
2	Arunachal Pradesh	x	x
3	Assam	x	x
4	Bihar	✓	✓
5	Chhattisgarh	✓	✓
6	Delhi	-	✓
7	Goa	-	-
8	Gujarat	-	-
9	Haryana	✓	✓
10	Himachal Pradesh	✓	✓
11	Jammu & Kashmir	x	✓

12	Jharkhandh	-	-
13	Karnataka	x	✓
14	Kerala	x	x
15	Madhya Pradesh	✓	✓
16	Maharashtra	x	x
17	Manipur	-	-
18	Meghalaya	x	x
19	Mizoram	✓	✓
20	Nagaland	x	✓
21	Orissa	-	✓
22	Punjab	-	-
23	Rajasthan	x	✓
24	Sikkim	✓	✓
25	Tamil Nadu	x	x
26	Tripura	x	x
27	Uttar Pradesh	✓	✓
28	Uttanchal	✓	✓
29	West Bengal	✓ *	✓
30	A & N Island	x	x
31	Chandigarh	✓	✓
32	Pondicherry	x	x

* End of Class II

Public Examination/External Examination

Table 5 indicates that in Assam, Bihar, Chhatisgarh, Haryana, Himachal Pradesh, Madhya Pradesh, Mizoram, Sikkim, Uttar Pradesh, Uttranchal and Chandigarh at the end of terminal class of primary schooling for promotion/certification purposes public examination is being conducted by external examining agency. However, in West Bengal, the board of primary education conducts an examination at the end of class II for the purposes of feedback and quality control. Delhi, Goa, Gujarat, Jharkhand, Manipur, Orissa and Punjab did not supply the information in this regard.

States/UTs those are conducting public examination at the end of primary stage are also conducting public examination at the end of upper primary stage. Besides, Andhra Pradesh, Delhi, Jammu & Kashmir, Karnataka, Nagaland, Orissa and Rajasthan are also conducting public examination at the terminal stage of upper primary stage.

Number of Terms in an Academic Session

Table 6: Number of Terms in an Academic Session

Sl. No.	States/Union Territories	Number of Terms			
		Primary	Upper Primary	Secondary	Higher Secondary
1	Andhra Pradesh	3	3	3	-
2	Arunachal Pradesh	2	2	2	2
3	Assam	2	2	2	2
4	Bihar	2	2	2	2
5	Chhattisgarh	3	3	3	3
6	Delhi	3	3	3	3
7	Goa	2	2	2	2
8	Gujarat	2	2	2	2
9	Haryana	2	2	2	2
10	Himachal Pradesh	3	3	3	3
11	Jammu & Kashmir	2	2	2	2
12	Jharkhand	4	4	4	4
13	Karnataka	2	2	2	-
14	Kerala	1	1	1	1
15	Madhya Pradesh	3	3	3	3
16	Maharashtra	2	2	2	2
17	Manipur	2	2	2	2
18	Meghalaya	2	2	2	2
19	Mizoram	3	3	3	3
20	Nagaland	3	3	3	-
21	Orissa	2	2	2	2
22	Punjab	-	-	-	-
23	Rajasthan	4	4	5	5
24	Sikkim	3	3	3	3
25	Tamil Nadu	3	3	3	3
26	Tripura	2	2	2	2
27	Uttar Pradesh	2	2	2	2
28	Uttanchal	2	2	2	2
29	West Bengal	3	3	3	2
30	A & N Island	3	3	3	3
31	Chandigarh	3	3	3	3
32	Pondicherry	3	3	3	3

It may be observed in Table 6 that there is a lot of variations in number of terms in an academic session, i.e., 1 to 5. There is only one term in all stages of school education in Kerala. In contrast to this in Rajasthan State 5 has terms at secondary and higher secondary stage and 4 terms at primary and upper primary stage. Jharkhand also has 4 terms at all stages. Remaining all states/union territories have either 2 or 3 terms at all

stages of school education Besides, Punjab state has not supplied information in this regard

Identification of Hard Sports in Learning

Table 7: Identification of Hard Spots in Learning

Sl. No.	States/Union Territories	Stages			
		Primary	Upper Primary	Secondary	Higher Secondary
1	Andhra Pradesh	x	√	√	x
2	Arunachal Pradesh	x	x	x	x
3	Assam	√	√	√	√
4	Bihar	x	x	x	x
5	Chhatisgarh	√	√	√	√
6	Delhi	√	√	x	x
7	Goa	√	√	√	x
8	Gujarat	√	√	√	√
9	Haryana	√	√	√	x
10	Himachal Pradesh	√	√	√	√
11	Jammu & Kashmir	x	x	x	x
12	Jharkhand	-	-	√	-
13	Karnataka	√	√	√	x
14	Kerala	√	√	√	√
15	Madhya Pradesh	x	x	√	√
16	Maharashtra	-	-	x	x
17	Manipur	x	x	x	x
18	Meghalaya	√	√	√	√
19	Mizoram	√	√	√	√
20	Nagaland	-	√	√	-
21	Orissa	√	√	√	-
22	Punjab	-	-	-	-
23	Rajasthan	√	√	√	√
24	Sikkim	x	x	x	x
25	Tamil Nadu	√	√	x	x
26	Tripura	x	x	x	x
27	Uttar Pradesh	√	√	√	√
28	Uttanchal	√	√	√	x
29	West Bengal	√	√	√	√
30	A & N Island	√	√	√	√
31	Chandigarh	√	√	√	√
32	Pondicherry	x	x	√	√

√ - Yes

x - No

-- No Response

Table 7 shows that Assam, Chhatisgarh, Gujarat, Himachal Pradesh, Kerala, Meghalaya, Mizoram, Rajasthan, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands and

Chandigarh hard sports in learning are identified during the teaching learning process at all stages of school education

In Goa, Haryana, Karnataka, Orissa and Uttaranchal hard sports in learning are identified upto secondary stages In Delhi and Tamil Nadu it is done upto upper primary stage In Pondicherry in secondary and higher secondary stages But in Jharkhand had sports in learning are identified only at senior secondary stages

Table 8: Assignments of Project Work

Sl. No.	States/Union Territories	Project Work			
		Primary	Upper Primary	Secondary	Higher Secondary
33	Andhra Pradesh	√	√	√	x
34	Arunachal Pradesh	x	x	x	x
35	Assam	√	x	x	√
36	Bihar	√	√	√	√
37	Chhattisgarh	x	x	√	√
38	Delhi	√	√	√	√
39	Goa	√	√	√	x
40	Gujarat	√	√	√	√
41	Haryana	x	x	√	x
42	Himachal Pradesh	√	√	√	√
43	Jammu & Kashmir	x	x	x	x
44	Jharkhand	-	-	-	-
45	Karnataka	x	√	√	x
46	Kerala	√	√	√	√
47	Madhya Pradesh	x	x	√	√
48	Maharashtra	√	x	√	x
49	Manipur	x	x	√	√
50	Meghalaya	x	x	√	x
51	Mizoram	-	x	x	√
52	Nagaland	x	x	√	x
53	Orissa	√	√	√	x
54	Punjab	-	-	-	-
55	Rajasthan	-	√	√	√
56	Sikkim	√	√	√	x
57	Tamil Nadu	√	√	√	√
58	Tripura	√	√	√	√
59	Uttar Pradesh	√	√	√	√
60	Uttaranchal	x	x	x	√
61	West Bengal	√	√	√	√
62	A & N Island	x	x	√	√
63	Chandigarh	x	x	√	√
64	Pondicherry	x	√	√	√

Table 8 shows that majority of states/union territories are giving project work to students for evaluating their performance at different stages of schools. Mizoram and Uttarakhand give project work only at higher secondary stage, whereas Haryana, Meghalaya and Nagaland give project work only at secondary stage. Assam gives at primary and higher secondary stages. Besides, Chhattisgarh, Madhya Pradesh, Manipur, Andaman & Nicobar Islands and Chandigarh use this technique at both secondary and higher secondary stages.

Further, Andhra Pradesh, Goa, Orissa and Sikkim give project work from primary to secondary stages. Bihar, Delhi, Gujarat, Himachal Pradesh, Kerala, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal give project work at all stages of school education. There are some exceptions such as Karnataka at upper primary and secondary, Maharashtra at primary and secondary and Pondicherry upper primary to higher secondary.

The information regarding use of project work techniques was not provided by Jharkhand and Punjab. The project technique is not being used in Arunachal Pradesh and Jammu & Kashmir at any stage of school education.

Table 8: Analysis of Annual Results

Sl No	State/ Union Territory	Primary		Upper Primary		Secondary		Higher Secondary	
		Analyzed	Feedback Provided	Analyzed	Feedback Provided	Analyzed	Feedback Provided	Analyzed	Feedback Provided
1	Andhra Pradesh	✓	*	✓	*	✓	*	-	-
2	Arunachal Pradesh	✓	x	✓	x	✓	x	✓	x
3	Assam	✓	✓	x	x	x	x	✓	
4	Bihar	✓	x	✓	x	✓	x	✓	x
5	Chhattisgarh	x	x	x	x	x	x	x	x
6	Delhi	✓		x		x		x	
7	Goa	✓	*	✓	*	✓	*	x	*
8	Gujarat	✓	*	✓	*	✓		✓	*
9	Haryana	x	x	x	x	x	x	x	x
10	Himachal Pradesh	✓		✓		✓		✓	
11	Jammu & Kashmir	x	x	x	x	x	x	x	x
12	Jharkhand	✓		✓		-	-	-	-
13	Karnataka	✓		✓		✓	*	✓	*
14	Kerala	x	x	x	x	x	x	x	x
15	Madhya Pradesh	x	x	x	x	x	x	x	x
16	Maharashtra	x	x	x	x	✓		✓	
17	Manipur								

18	Meghalaya	x	x	x	x	x	x	x	x
19	Mizoram	x	x	x	x	√	*	√	*
20	Nagaland	x	x	√	Δ	√	Δ	x	√
21	Orissa	√		√		√		-	-
22	Punjab	-	-	-	-	-	-	-	-
23	Rajasthan	√		√		√		√	
24	Sikkim	√	-	-	-	-	-	-	-
25	Tamil Nadu	√	Δ	√	Δ	√	Δ	√	Δ
26	Tripura	x	x	x	x	x	x	x	x
27	Uttar Pradesh	√	□	√	□	√	□	√	□
28	Uttarakhand	√	Δ	√	Δ	√	Δ	√	Δ
29	West Bengal	√	*	√	*	√	*	√	*
30	A & N Island	x	x	x	x	x	x	x	x
31	Chandigarh	√	*	√	*	√	*	√	*
32	Pondicherry	x	x	x	x	√	x	√	x

√ Not provided

√ To get feedback

* To improve teaching-learning process and remedial measures

Δ To identify weak areas and planning for remedial strategies

□ To update curriculum and teachers training programme

Analysis of Annual Results

Table 9 shows that many states/union territories take the task of analysis of results for various purposes and provide feedback. The purposes are summarized as under

- improving teaching-learning process and remedial measures
- identifying the weak areas and put extra efforts through additional classes and more practices
- updating of curriculum and teachers training
- giving chance to slow learners to take some extra classes

Findings

- There are mainly two patterns of school education across the states/UTs i.e. 1st Primary I-V, Upper Primary VI-VIII, Secondary IX-X, Higher Secondary XI-XII 2nd Primary I-IV, Upper Primary V-VII, Secondary VIII-X, Higher Secondary XI-XII
- Approximately 2/3 states/UTs have implemented non-detention policy at primary stage
- Only Andhra Pradesh, Gujarat, Jammu & Kashmir, Karnataka, Madhya Pradesh, Nagaland and Orissa have extended non-detention policy upto upper primary stage
- Continuous and Comprehensive Evaluation Scheme is in practice upto different levels of school education in states/UTs

- Competency based teaching-learning approach is not being followed in the states/UTs of Jammu & Kashmir, Madhya Pradesh, Meghalaya, Tripura and Chandigarh
- Competency based teaching learning approach is being followed in 16 states/UT
- Assam, Bihar, Chhatisgarh, Haryana, Himachal Pradesh, Madhya Pradesh, Mizoram, Sikkim, Uttar Pradesh, Uttanchal and Chandigarh are conducting public examination at the end of terminal class of primary stage
- More than 50% states/UTs are conducting public examination at the terminal stage of upper primary stage
- Mostly states/union territories have divided full academic session in either 2 or 3 terms barring Jharkhand, Kerala and Rajasthan states
- In more than 50% states/UTs hard spots in learning are being identified at all stages of school education.
- Only in some states project work techniques is being used at all stages of school education for assessing students' performance
- Approximately half in number of states/union territories analyses the results for different purposes.

Primary Stage

Of the 35 States/UTs, the information was collected from 32 states/UTs about the evaluation practices prevailing at the primary stage. The information could not be collected from Lakshadweep, Dadra & Nagar Haveli and Daman & Diu. Some of the states/UTs did not provide the complete information. The analysis of data received from the states/UTs is presented below under different headings

Subjects taught – Scholastic and Co-scholastic areas

Of the 32 states/UTs, required information was not available from Madhya Pradesh and Maharashtra. In all the states, mother tongue, mathematics and EVS (which includes social science and science) is taught at primary stage. Other than Hindi speaking states, Hindi is being taught in Arunachal Pradesh, Assam, Nagaland, Punjab, Andaman & Nicobar Islands and Chandigarh. English language is taught in 17 states/UTs. These are Andhra Pradesh, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Karnataka, Kerala, Nagaland, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttranchal, Andaman & Nicobar Islands and Chandigarh.

In most of the states games, art, health and physical education are covered in co-scholastic areas. In Mizoram, drawing, fine arts and music are given more importance.

Instructional Time

In 17 states/UTs, the average working days were between 209 to 241 days. Chandigarh has the highest number of working days (241) whereas Chhattisgarh has 235 working days. Jammu & Kashmir has only 150-160 working days in a year. The Andaman & Nicobar Islands has 187 working days for classes I & II and 190 for classes III to V. The states of Assam, Bihar, Gujarat, Madhya Pradesh, Maharashtra, Nagaland and Punjab did not provide any information.

The duration of a period varied from 30 minutes to 45 minutes. In Haryana and Delhi, there is no period system in primary classes. In classes I and II number of periods were less as compared to classes III, IV and V. In scholastic areas number of periods per week varied from 24 to 36. For co-scholastic areas, in Meghalaya, number of periods for classes I and II were one and for classes III and IV two periods per week. In Sikkim, it was 3 to 4 periods per week. In Delhi 86% time is devoted for scholastic areas and 14% for co-scholastic areas. In other states, it varied from 6 to 19 periods per week.

Compulsory and Optional Subjects in Scholastic and Co-scholastic Areas

At primary stage, in scholastic areas, all subjects are compulsory in all the states/UTs. In Co-scholastic areas, in Arunachal Pradesh, drawing, sports and games, physical education are optional areas. In Jammu & Kashmir and Jharkhand, work experience and in Mizoram, games and sports are options. In other states, all areas in co-scholastic aptitudes are compulsory.

Activities organized under co-scholastic areas

All the six major activities like Debate, Elocution, Recitation, Skits/Play, Dance and Quiz competitions are organized in the states of Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Delhi, Gujarat, Haryana, Himachal Pradesh and West Bengal. In Bihar recitation, dance and quiz competitions are organized. In Chhattisgarh, Kerala and Uttarakhand all of the six except Debate and Elocution are organized whereas in Uttar Pradesh all except debate is organized. In Goa, only recitation and Dance, in Jammu & Kashmir, elocution and recitation, in Karnataka, debate, elocution and recitation are organized. In Manipur only recitation and dance are organized. In Meghalaya, Mizoram, Rajasthan, Tripura, West Bengal, Chandigarh and Pondicherry only recitation, skits/play and dance are organized. Besides these activities, in Andhra Pradesh, exhibitions, salad making, subject club, national festival, clean & green and Janma Bhoj are organized. In

Arunachal Pradesh song are given importance In Assam, essay competitions, exhibitions and sisumala are organized In Haryana, suluch pratyogita, quiz competition and drawing are organized In Jharkhand, debate and Recitation and in Orissa, Debate, Recitation and Skits/Play are organized In Tamil Nadu, competitions and drawing and in Uttar Pradesh, drawing, craft and handwriting are organized In Andaman & Nicobar Islands, painting and in Chhatisgarh, scouts & guides, NCC, rangoli, mehandi and salad making are organized

Games and Sports Organized in Schools

Regarding inter-school competitions, cricket competition is organized only in Delhi, Gujarat, Tripura and West Bengal Foot ball tournaments are organized in Arunachal Pradesh, Delhi, Goa, Mizoram, Sikkim, Uttar Pradesh, Uttranchal, West Bengal and Andaman & Nicobar Islands Hockey competitions are organized in Delhi, Meghalaya and West Bengal only and badminton in Delhi, Haryana, Himachal Pradesh, Mizoram and West Bengal Tennis and basketball competitions are organized only in Delhi and West Bengal Table-tennis competitions are organized in Delhi, Haryana, Mizoram and West Bengal whereas volleyball is organized in Arunachal Pradesh, Delhi, Haryana, Himachal Pradesh, Mizoram and West Bengal Swimming competitions are organized in Delhi, Uttar Pradesh and West Bengal only Racing and athletic competitions are organized in most of the states except Assam and West Bengal, kabaddi and kho-kho competitions are organized in Chhatisgarh, Haryana, Himachal Pradesh, Karnataka, Rajasthan, Uttar Pradesh, West Bengal and Chandigarh In Chandigarh, judo/karate and yoga competitions are organized

Activities Developed and Evaluated at Primary Stage

The library club activities are developed and evaluated in the states of Andhra Pradesh, Gujarat and West Bengal These are only developed in Assam, Karnataka, Uttranchal and West Bengal but not evaluated Sports and games activities are developed and evaluated in most of the states which have given information except Jammu & Kashmir and Manipur However, these activities are not evaluated in Bihar, Arunachal Pradesh, Gujarat, Jharkhand, Meghalaya, Mizoram and Orissa Art and painting activities are developed and evaluated in almost all states except Manipur and Orissa. The drama activity is developed in Assam, Chhatisgarh, Delhi, Haryana, Karnataka, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttranchal, West Bengal, Chandigarh and

Pondicherry However, these are not evaluated in Assam, Uttranchal and Pondicherry The dance activities are developed and evaluated in most of the states In Bihar, Meghalaya, Uttanchal, Andaman & Nicobar Islands and Pondicherry the dance activity is only developed but not evaluated In the states of Andhra Pradesh, Goa, Gujarat, Jammu & Kashmir, Kerala, Manipur and Mizoram the dance activities are not developed at primary stage The music activities are developed in Assam, Delhi, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Mizoram, Orissa, Tripura, Uttar Pradesh, Uttranchal, West Bengal, Andaman & Nicobar Islands, Chandigarh and Pondicherry However, these are not evaluated in Jharkhand, Uttanchal and Andaman & Nicobar Islands In Arunachal Pradesh, music activity is not developed but evaluated The elocution activities are developed and evaluated in Andhra Pradesh, Assam, Delhi, Haryana, Himachal Pradesh, Karnataka, Orissa, Uttar Pradesh, West Bengal and Pondicherry but not evaluated in Orissa Quiz activity is developed and evaluated in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka, Kerala, Uttar Pradesh, Uttranchal and West Bengal The yoga activity is developed in Delhi, Karnataka, Tripura, Uttar Pradesh, Uttranchal, West Bengal and Chandigarh Madhya Pradesh, Maharashtra, Nagaland and Punjab did not provide any information

Motivation by Schools to Participate in various Co-curricular Areas

For participation in co-curricular areas, certificates are awarded in all states except in Bihar, Gujarat, Jammu & Kashmir, Jharkhand, Manipur, Meghalaya, Mizoram, Tripura and Pondicherry The prizes are awarded to students in all states except in Bihar, Jammu & Kashmir, Manipur and Tripura The reporting of participation is done in all the states except Delhi, Goa, Jammu & Kashmir, Jharkhand, Manipur, Orissa, Sikkim, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh and Pondicherry The states of Madhya Pradesh, Maharashtra, Nagaland and Punjab did not provide the information

Inter-School Competitions

In Andhra Pradesh, inter-school competitions are organized in the area of science exhibition, sports and games, quiz, science seminar and talent tests In Arunachal Pradesh, Goa, Orissa and Tripura competitions are organized in athletics only In Assam, inter-school competitions are organized in games and sports, essay writing, debate and quiz In Bihar, inter-school competitions are organized in athletics, dance and music In Chhatisgarh, athletics, kabadi and kho-kho, in Delhi, games, cultural activities, essay

competition and drawing and painting, in Gujarat, sports and balmela are the events in which inter-school competitions are organized. In Haryana, debate, skits/play, dance and quiz, in Himachal Pradesh, athletics, games, quiz, debate and dance, in Jammu & Kashmir, seminars and cultural programmes, in Jharkhand, debate, quiz, dance and music are the areas in which inter-school competitions are organized. In Karnataka, cultural activities, model preparation, in Kerala, sports and games and cultural activities, in Meghalaya, drawing and in Mizoram, sports are the areas in which inter-school competitions are organized. In Sikkim football, in Tamil Nadu, sports, drawing, elocution, essay writing, science exhibition and cultural activities, in Uttar Pradesh, games and cultural activities, in Uttranchal, racing, in Andaman & Nicobar Islands, athletics and painting, in West Bengal, debate, elocution, music, recitation, games & sports, exhibitions and in Chandigarh, group songs, group dance, sports, quiz, clay modeling and recitation are the activities in which inter-school competitions are organized. Madhya Pradesh, Maharashtra, Manipur, Punjab, Rajasthan and Pondicherry did not provide the information.

Personal and Social Qualities

In Sikkim, none of these qualities are developed or evaluated. In Andhra Pradesh, Chhattisgarh, Delhi, Gujarat, Haryana, Jharkhand, Karnataka, Orissa, Rajasthan and West Bengal all these qualities are developed and evaluated. In Bihar, Tamil Nadu, Tripura, Andaman & Nicobar Islands and Chandigarh none of these qualities are evaluated. Madhya Pradesh, Maharashtra and Punjab did not provide the information. The discipline is developed in all the states except Arunachal Pradesh but not evaluated in Himachal Pradesh and Mizoram. Regularity and punctuality is developed in all states except Arunachal Pradesh and evaluated in all states except Assam and Himachal Pradesh. Self-cleanliness is developed in all states except Arunachal Pradesh and Manipur but not evaluated in Himachal Pradesh and Manipur. Environmental cleanliness is developed in all states except Arunachal Pradesh and Manipur but are not evaluated in Himachal Pradesh, Maharashtra, Manipur and Pondicherry. The quality sense of responsibility is developed in all states except Arunachal Pradesh, Bihar, Jammu & Kashmir and Manipur but not evaluated in Assam, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, and Pondicherry. Leadership quality is developed in all states except in Arunachal Pradesh, Bihar, Jammu & Kashmir and Manipur. However, these are not evaluated in Assam, Jammu & Kashmir, Manipur,

Meghalaya, Mizoram and Pondicherry. The initiative quality is not developed in Arunachal Pradesh, Bihar, Jammu & Kashmir, Manipur, Meghalaya and Uttaranchal. These are not evaluated in Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Uttaranchal, and Pondicherry. The cooperation is not developed in Arunachal Pradesh, Bihar and Manipur and not evaluated in Arunachal Pradesh, Manipur, Meghalaya and Mizoram. Sharing is not developed in Jammu & Kashmir and Manipur and not evaluated in Arunachal Pradesh, Jammu & Kashmir, Jharkhand, Manipur, Meghalaya, Mizoram and Pondicherry. The civic sense is evaluated in all states except Arunachal Pradesh, Bihar, Jammu & Kashmir and Manipur. These are not evaluated in Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya and Mizoram. Truthfulness is not developed in Arunachal Pradesh only and not evaluated in Meghalaya, Mizoram and Pondicherry. Patriotism is not developed in Arunachal Pradesh, Bihar and Jammu & Kashmir and not evaluated in Meghalaya, Mizoram, and Pondicherry. Protection of environment is not developed in Arunachal Pradesh, Jammu & Kashmir and Karnataka and not evaluated in Assam, Jammu & Kashmir, Kerala, Meghalaya, Mizoram and Pondicherry.

Tools Used for Evaluation of Social Personal Qualities

In Andhra Pradesh, Assam, Bihar, Tamil Nadu, Uttar Pradesh, Chandigarh, Himachal Pradesh and Pondicherry only observation schedule is used to evaluate personal and social qualities. In Arunachal Pradesh observation schedule and peer evaluation is done. In Chandigarh peer evaluation, anecdotal record is used. In Gujarat observation schedule, check list, rating scale and peer evaluation is done. In Haryana, observation schedule, checklist peer evaluation and anecdotal records are used. In Jammu & Kashmir observation schedule and anecdotal records are used for evaluation of these qualities. In Karnataka and Uttaranchal, observation schedules, checklist and rating scale and in Kerala, observation schedule, checklist and anecdotal records are used. In Manipur, observation schedule, checklist, rating scale and anecdotal records, in Meghalaya only check list and in Mizoram, observation schedule and self appraisal are used. In Rajasthan only anecdotal records and in West Bengal, observation schedule, check list and peer evaluation are used to evaluate personal and social qualities. In Goa, Jharkhand, Orissa, Sikkim and Tripura, these qualities are not evaluated. In Delhi and West Bengal all the tools are used for evaluation of these qualities.

Implementation of Various Schemes like OBB, DPEP and SSA

The Operation Black Board (OBB) scheme is available in all the states except Kerala. The District Primary Education Programme (DPEP) was not implemented in Arunachal Pradesh, Delhi, Goa, Jammu & Kashmir, Manipur, Mizoram, Nagaland, Punjab, Sikkim, Tripura, Andaman & Nicobar Islands, Chandigarh and Pondicherry. The mid-day meal facility is available in all the states of the country. The merit scholarship is provided in Andhra Pradesh, Assam, Delhi, Goa, Gujarat, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Manipur, Meghalaya, Orissa, Rajasthan, Sikkim, Tripura and Chandigarh. Free uniform is provided in Arunachal Pradesh, Bihar, Chhatisgarh, Delhi, Goa, Gujarat, Haryana, Jammu & Kashmir, Karnataka, Jharkhand, Sikkim, Tamil Nadu, Tripura, West Bengal, Andaman & Nicobar Island, Chandigarh and Pondicherry. Free textbooks are provided in all the states except Manipur, Meghalaya and Mizoram. In Orissa, free uniform and textbooks are provided to only SC and ST students. Scholarship for attendance is given in Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Tripura, West Bengal and Chandigarh. In Andaman & Nicobar Island, scholarship for attendance is given to only ST students. In Andhra Pradesh free bus pass facility is available. In Rajasthan, scholarships are given to SC/ST students. The information was not available from the states of Madhya Pradesh, Maharashtra and Nagaland.

Status of Homework

At primary stage, the homework is assigned to students in all the states/UTs except in Gujarat. The homework is regularly checked in Andhra Pradesh, Arunachal Pradesh, Assam, Haryana, Himachal Pradesh, Jharkhand, Maharashtra, Manipur, Mizoram, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh and Pondicherry. The homework is checked sometimes in Bihar, Chhatisgarh, Goa, Jammu & Kashmir, Karnataka, Kerala, Meghalaya, Tripura and Jharkhand. The states of Madhya Pradesh and Nagaland did not provide the information.

Use of Different forms of Questions in Test Question Papers

The questions in test/question papers can be of supply type or selection type. The supply type questions can be further divided into long answer/essay type, short answer type, very short answer type or fill in the blank type. The selection type questions can be of alternative response type or matching type or multiple choice type. In most of the states each type of questions are being asked in question papers. In Bihar, Chhatisgarh, Delhi,

Jharkhand, Kerala, Mizoram, Punjab, Sikkim, Tamil Nadu, Uttar Pradesh and Pondicherry all types of questions except essay type are asked. In Jammu & Kashmir, fill in the blank, alternative response and matching type questions are not asked. In Manipur long answer type and multiple choice type questions are not asked. There was no response from the states of Madhya Pradesh, Maharashtra and Nagaland.

Status of Balanced Question Paper

Regarding the status of balanced question paper which includes awareness of instructional objectives, preparation of design and blue print, preparation of marking scheme and checking of answer scripts, it is observed that only the state of Chhattisgarh is not aware of instructional objectives. All the states, except Arunachal Pradesh, Chhattisgarh, Jammu & Kashmir, Meghalaya, Uttarakhand and Andaman & Nicobar Islands do not use design and blue print in preparing question papers. All the states except Bihar, Chhattisgarh, Tripura and Andaman & Nicobar Islands follow marking scheme. Checking of answer scripts is done in all states except Chhattisgarh, Kerala, Tripura and Andaman & Nicobar Islands. The information was not received from the states of Punjab and Sikkim.

Frequency of Tests in an Academic Year

Regarding the conduct of tests in primary classes, tests are divided into four categories. These are class tests, unit tests, monthly tests and term tests. In a year, in Andhra Pradesh, 4 tests, in Orissa, Tamil Nadu and Pondicherry 20 class tests are conducted. In Chhattisgarh and Sikkim the conduct of class tests depends on the teacher. Regarding unit tests, 4 each in Andhra Pradesh and Goa, 6 in Assam, 10 each in Chhattisgarh, Tamil Nadu and Pondicherry, 3 each in Haryana, Himachal Pradesh, Jammu & Kashmir, Kerala and Orissa are conducted. In Gujarat, oral tests are prepared. In Mizoram, unit tests are conducted once in a week and in Sikkim, it depends on the teacher. As far as monthly tests are concerned, eight tests each in a year are conducted in Arunachal Pradesh and Chandigarh. In Himachal Pradesh, Mizoram and Andaman & Nicobar Islands one test each is conducted in a month. In Tamil Nadu seven monthly tests and in Uttarakhand six monthly tests are conducted. In Sikkim, it depends on the teachers. Regarding the term tests, 3 term tests each in Andhra Pradesh, Chhattisgarh, Himachal Pradesh, Mizoram, Sikkim, Tamil Nadu, Andaman & Nicobar Islands and Pondicherry are conducted. In Assam and Rajasthan, 4 term tests, in Goa, Gujarat, Haryana, Jammu

& Kashmir, Tripura, Uttar Pradesh and Uttranchal, 2 term tests each in Goa, Gujarat, Haryana, Jharkhand, Orissa, Tripura, Uttar Pradesh and Uttranchal. In Kerala only one term test is conducted. In Delhi and West Bengal, class tests, unit tests, monthly tests and term tests are conducted but their frequencies were not given. Other states did not provide the information.

Level at which questions papers are developed for term tests

In the states of Arunachal Pradesh, Haryana and Chandigarh the question papers are developed at school level. In Chhattisgarh, Himachal Pradesh, Kerala, Manipur, Sikkim, Tripura, Uttranchal and West Bengal, the question papers are developed at cluster level. In Assam and West Bengal, question papers are developed at District level as well as state level. In Bihar, question papers are developed at Block level. In Goa question papers are developed at Block level and in Gujarat, Jharkhand, Orissa, Uttar Pradesh and Pondicherry they are developed at district level. In Rajasthan question papers are developed at both cluster level and Block level. In Andhra Pradesh, Delhi, Jammu & Kashmir and Meghalaya question papers are not developed at cluster, block, district or state level. Probably they are developed at school level. In Tamil Nadu question papers are prepared at cluster level and district level. The information was not indicated by Karnataka, Madhya Pradesh, Maharashtra, Nagaland, Punjab and Andaman & Nicobar Islands.

Question Banks

The question banks are available only in the states of Andhra Pradesh, Assam, Haryana, Rajasthan and Chandigarh in all subjects at primary level. These are available to teachers in these states. Only in the state of Assam, question banks are available to both teachers and students.

In-service Training by State Education Department on evaluation

The major themes on various aspects of evaluation include concept development, development of tools for evaluation, administration of tools, recording procedure, decision making and reporting. In Andhra Pradesh, 1,38,147 teachers were trained during the last academic year covering all aspects of evaluation. The maximum duration of training course was upto four days. In Arunachal Pradesh two training programmes were organized in the area of continuous and comprehensive evaluation (CCE). Each programme was attended by 30 participants. In Assam, two days training programme

was organized for 50 teachers in the areas of concepts, development of tools, recording procedure and decision making. In Delhi, 2 training programmes were organized for 21 days each covering all aspect of evaluation. In Goa, 17 training programmes of maximum seven days duration were organized covering all aspects of evaluation. In Gujarat two training programmes of four days duration were organized covering all aspects of evaluation. Fifty participants at district level attended the course. In Kerala one 5 day training programme organized in all aspect except development of tools of evaluation. In Orissa, 50 teachers were trained for a duration of 7 days in all aspects of evaluation. In Tamil Nadu, 35,172 teachers were trained in the area of concept development and development of tools for evaluation. Each programme was of maximum five days. In Uttar Pradesh 3 to 5 days programmes were organized, however complete data is not available. In Chandigarh 5 training programmes of 5-day duration were organized for concept development, new spelling in Hindi, pot painting working and art of teaching aids. Each programme was attended by 130 teaches. In Pondicherry, 30 programmes of maximum duration of 11 days were organized in concept development, recording procedure, decision making and reporting. The programme was attended by 1215 teachers. In West Bengal, training programmes are organized but details were not available. Other states did not provide any information.

Diagnosis of Learning Difficulties

In Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, West Bengal and Chandigarh learning difficulties are diagnosed using observation, oral testing as well as diagnostic testing. In Andhra Pradesh, Assam, Goa, Kerala, Meghalaya, Mizoram, Rajasthan, Tamil Nadu and Andaman & Nicobar Islands, observation and oral testing is used to diagnose learning difficulties. In Madhya Pradesh and Orissa only through observation learning difficulties are identified. Other states did not provide any information regarding diagnosis of learning difficulties.

Providing Remedial Instructions

In Delhi, Goa, Gujarat, Haryana, Meghalaya, Mizoram, Rajasthan, West Bengal, Chandigarh and Pondicherry remedial instructions are provided to individual students as well as to weak students in groups. The common problems are discussed in the class and reported to parents. In Andhra Pradesh, Chhatisgarh and Himachal Pradesh remedial instructions are given to weak students, problems are discussed in classroom and

reported to parents. In Assam, remedial instructions are provided to individual students, to weak students in groups and discussed in class. However these are not reported to parents. In Karnataka, Kerala, Manipur and Andaman & Nicobar Islands remedial instructions are given to individual students as well as in groups to weak students and matter to reported to parents. In Tamil Nadu, remedial instructions are given to individual students and reported to parents. In Arunachal Pradesh, Jammu & Kashmir, Jharkhand, Orissa and Tripura remedial instructions are not provided to students. Bihar, Madhya Pradesh, Maharashtra, Nagaland and Sikkim did not provide any information regarding remedial teaching.

Types of Evaluation Used

In most of the states, both formative as well as summative evaluation is done in primary classes. In Chhattisgarh, Jammu & Kashmir, Meghalaya, Tripura and Uttar Pradesh only summative evaluation is done. Madhya Pradesh and Maharashtra did not provide any information regarding the type of evaluation used in their states.

Public Examination/External Examination

Andhra Pradesh, Arunachal Pradesh, Bihar, Delhi, Goa, Gujarat, Jammu & Kashmir, Karnataka, Manipur, Meghalaya, Rajasthan, Tamil Nadu and Andaman & Nicobar Islands do not conduct public/external examination at primary stage. In Assam public examination is conducted by SCERT at the end of class IV for gradation of schools. In Chhattisgarh, public examination is conducted by district board at the end of class V for promotion to next class. In Haryana, examination is conducted at the end of class V by Heads of schools to maintain quality. In Himachal Pradesh public examination is conducted at the end of class V by Himachal Pradesh Board of School Education for uniformity. In Jharkhand, public examination is conducted at the end of class IV by the Directorate of Public Examinations for promotion to next class. In Mizoram public examination is conducted at the end of class IV by Manipur Board of Secondary Education for learning and providing scholarships. In Sikkim, public examination is conducted at the end of class V by the Department of Education to maintain uniformity in standards. In Uttar Pradesh public examination is conducted at the end of class V by Assistant Basic Shiksha Adhikari (ABSA) for the purpose of impartial evaluation. In Uttarakhand, public examination is conducted by Block Level Board for quality in evaluation. In West Bengal, public examination is conducted at the end of class I and II.

by West Bengal Board of Primary Education to track the progress of the child. In Chandigarh, public examination is conducted at the end of class V by DEO, for the preparation of annual results. Kerala, Madhya Pradesh, Maharashtra, Nagaland, Orissa, Punjab, Tripura and Pondicherry did not provide the information.

Techniques Used at Public Examination and Weightage given to them

In Assam, Chhattisgarh, Mizoram, Sikkim and Tamil Nadu, 100% weightage is given to written tests. In Gujarat 75% weightage is given to written test, 12.5% to oral tests and 12.5% to practicals. In Haryana, 65 weightage is given to written tests and 35% to oral tests. In Himachal Pradesh 75% weightage is given to written tests and 25% to oral tests. In Karnataka, 20% weightage is given to written tests and 80% to oral tests. In Rajasthan 60% weightage is given to written tests and 40% to oral tests. In Delhi and Chandigarh, 80% weightage is given to written tests and 20% to oral tests. In Bihar, Jammu & Kashmir and Pondicherry no written or oral tests are conducted at primary stage. In Orissa, 90% weightage is given for written tests and 10% for oral tests. In West Bengal, public examination is conducted at the end of class II and 100% weightage is given to written test.

Weightage given to Internal and External Assessment

Regarding the weightage given to internal and external assessment, information have been received only from ten states. In Arunachal Pradesh and Andaman & Nicobar Islands 20% weightage is given to internal written assessment and 80% to external written assessment. In Assam 50% weightage is given to internal assessment of which 45% is for written test and 5% for oral test. The 50% weightage is given to external written test. In Delhi, for written tests, 20% weightage is given to internal and 60% to external tests. In oral testing, 5% and 15% weightage is given to internal and external tests respectively. In Jammu & Kashmir and Tripura, 100% weightage is given to internal written tests. In Jharkhand, 80% weightage is given to external written test and 20% to external oral test. In Karnataka, 20% weightage is given to internal written test and 80% to internal oral test. In Kerala 70% weightage is given to internal written tests and 30% to internal oral tests.

Evaluation of Personal and Social Qualities

The Personal and Social Qualities are not evaluated in Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Jammu & Kashmir, Madhya Pradesh, Manipur, Orissa, Sikkim,

Tripura, Andaman & Nicobar Islands and Chandigarh In Assam, leadership and cleanliness are evaluated through different school activities using observation and grades are given to students In Delhi, discipline and regularity are evaluated using observation and checklist It is reported in report card in terms of grades In Goa, discipline is evaluated through observation using anecdotal records and no grades or marks are assigned In Gujarat, all types of Personal and Social Qualities are evaluated using different modes and grades are assigned in classes I and II In Haryana, all types of Personal and Social Qualities are evaluated through observation and no grades or marks are assigned In Himachal Pradesh, some of the Personal and Social Qualities are evaluated through observation and grades are assigned In Jharkhand, discipline, sincerity and punctuality are evaluated through observation and grades are given in the report card In Karnataka, values are evaluated through observation and grades are provided In Kerala, these qualities are evaluated through observation and grades are assigned to students In Meghalaya, discipline, regularity and punctuality are evaluated and grades are given In Mizoram, regularity, punctuality and environmental cleanliness are evaluated by inspection and records are maintained by the teacher and grades are given In Rajasthan, truthfulness, cleanliness, simplicity are evaluated continuously and grades are given In Tamil Nadu, discipline is evaluated through attendance and observation and marks are given accordingly In Uttar Pradesh, leadership, cooperation, discipline, patriotism are observed through group work and cultural activities and grades are given In West Bengal personal and social qualities are evaluated through observation and grades are awarded In Pondicherry, some of the activities are evaluated through observation and grades are given Bihar, Maharashtra, Nagaland, Punjab and Uttranchal did not provide the information

Reporting of Personal and Social Qualities

The personal and social qualities are reported by giving marks, grades or using statements In Delhi, Social and Personal Qualities are reported in terms of marks, grades as well as in terms of statements In Kerala, both marks and grades are used for reporting these qualities In Assam, Chhatisgarh, Gujarat, Haryana and Uttranchal both grades and statements are used for reporting personal and social qualities In Goa, Himachal Pradesh, Meghalaya, West Bengal and Pondicherry, only grades are assigned In Rajasthan and Uttar Pradesh, personal and social qualities are reported in terms of qualifier statements only

Informal Evaluation Technique

The informal evaluation is generally done using Peer Evaluation, Self Evaluation, Anecdotal Records, etc. In Bihar and Gujarat oral and written methods are used for the purpose of evaluation. In Chhatisgarh and Gujarat, observation technique is used. In Haryana, Peer Evaluation and Anecdotal Records are used for evaluation. In Delhi, Kerala and Chandigarh, anecdotal records are used as informal evaluation techniques. In West Bengal, peer evaluation is used for students evaluation. In other states, informal evaluation techniques are neither used nor the information was provided.

Information to Parents about Performance of their Wards

In all the states, except Jammu & Kashmir, the parents are informed about the performance of their ward by the schools. In most of the states, the performance is reported by the report card and through Parent Teacher Association/Mother Teacher Associations. In Chhatisgarh, parents are informed by the latter about the performance of their ward.

Findings

- Most of the states/UTs are teaching mother tongue, mathematics, environmental studies in scholastic areas
- Mostly states/UTs are organizing activities mainly in work education, art education and Health and Physical education in co-scholastic areas
- The number of periods per week varies from 22 to 30 in scholastic areas across the states
- In most of the states/UTs, the number of periods in co-scholastic areas are 6-8 in a week
- The duration of a period varies from 35-45 minutes barring some states
- In most of the states/UTs Recitation, skit/play, dance and quiz competitions are organized
- Racing and athletic activities are organized by majority of states/UTs
- Cricket, football, hockey, badminton, tennis, table tennis, volley ball, basket ball and swimming activities are organized in few states
- Games & sports and art & printing activities are developed and evaluated in most of the states/UTs
- Drama, dance and music activities are developed and evaluated in approximately half of the states/UTs
- Approximately 2/3rd of the states/UTs motivate students for participation in co-curricular activities by awarding certificates/prizes, and/or reporting performance in report card

- Observation schedule is mostly used as a tool for assessing personal and social qualities
- Incentive scheme such as OBB, mid day meal and free textbooks, are provided in most of the states/UTs
- All most all states/UTs are having structured system of school inspection/supervision
- In almost in all states/UTs, the homework is assigned to students
- In 2/3rd of the states/UTs homework is corrected regularly
- Different forms of supply and selection types questions are used in question papers
- Almost all states/UTs claim for following the steps required for development of a balanced question paper
- Term tests are conducted in more than 2/3rd states/UTs
- In more than half states/UTs question papers are developed at school level or cluster level
- Question banks are available in only few States/UTs.
- Learning difficulties of students are diagnosed mostly by observation or oral techniques
- Remedial measures are provided to students in more than 2/3rd states/UTs
- Majority of states claim that they conduct both formative and summative evaluation.
- Written as well as oral techniques are used in external examination with different wieghtages in different states/UTs
- Personal and social qualities are reported in terms of grades
- Informal evaluation techniques are used in very few states
- In most of the states/UTs students' performance is reported to parent through report cards

Upper Primary Stage

Of the 35 States/UTs, the information was collected from 32 states/UTs about the evaluation practices prevailing at the upper primary stage. The information could not be collected from Lakshadweep, Dadra & Nagar Haveli and Daman & Diu. Besides, some of the states/UTs did not provide the complete information. The data received from the States/UTs were analysed and presented below under different headings

Subjects taught – Scholastic and Co-scholastic Areas

Of the 32 states/UTs most of the states are teaching mother tongue, Hindi, English, Mathematics, Science, Social Science, Sanskrit, Agriculture, Home Science, Music, History, Civics, Geography, Art and Creative Education, Drawing, Moral Education, Environmental Science, Physical Education under scholastic area. Other than Hindi speaking states, Hindi is being taught in Andhra Pradesh, Arunachal Pradesh, Assam, Kerala, Maharashtra, Meghalaya, Nagaland, Orissa, Punjab and A&N Islands. English is being taught in most of the states.

In most of the states health and physical education, art education, value education, work experience, drawing, craft, yoga, socially useful productive work (SUPW), moral education, carpentry, knitting, gardening are covered under co-scholastic areas.

Compulsory and Optional subjects under Scholastic and Co-scholastic Areas

The data reveals that in most of the states/UTs, mother tongue, Hindi, English, Environmental Science, Mathematics, Science, Social Science, Sanskrit, Drawing, Home Science, Physical Education, Art Education are compulsory subjects under scholastic areas. Subjects like Fine Arts, Home Science, Music, Drawing, Agriculture, Health and Physical Education are optional subjects in some states. However, under co-scholastic areas, subjects like work experience, physical education, art education, value education, drill, craft, yoga, socially useful productive work, moral education, drawing, knitting, carpentry and life oriented education occupied prominent place in the category of compulsory activities. Scouts and guides, and National Cadet Corps (NCC) occupied place under optional areas in co-scholastic areas.

Instructional Time

The duration of a period varied from 35 minutes to 45 minutes. In Bihar, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Nagaland and Uttar Pradesh duration of a period is 35 minutes. Whereas, in Jharkhand, Kerala, Meghalaya, Tamil Nadu and Pondicherry the duration of a period is 45 minutes. In scholastic areas number of periods per week varied from 25 to 40 the number of periods are less than 30 in a week. In Chhattisgarh, Kerala, Meghalaya, Nagaland, and Pondicherry. In Bihar, Delhi, Himachal Pradesh, Jharkhand and Uttar Pradesh these were more than 40 per week. In Co-scholastic areas number of periods per week varied from 2 to 18. The total periods per week including both scholastic and co-scholastic areas were from 27 to 52.

Activities organized under Co-scholastic Areas

All the six major activities like Debate, Elocution, Recitation, Skits/Play, Dance and Quiz competitions are organized in the states of Andhra Pradesh, Arunachal Pradesh, Assam, Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Tamil Nadu, Tripura, Uttar Pradesh, Uttranchal, West Bengal and Chandigarh. In Chhatisgarh, Manipur and Rajasthan all the six except Elocution are organized whereas in Goa and Meghalaya four activities are organized. Further, in Jammu & Kashmir and Mizoram only recitation and Skits/Play are organized respectively. Besides, some states are organizing activities in music, drawing, craft and vocal music activities.

Games and Sports Organized in Schools

In schools different kinds of sports and games are being organized. The Cricket is organized in Andhra Pradesh, Arunachal Pradesh, Gujarat, Haryana, Karnataka, Madhya Pradesh, Tripura, Uttar Pradesh, Uttranchal and Chandigarh. Football is organized in Arunachal Pradesh, Bihar, Chhatisgarh, Goa, Haryana, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Rajasthan, Sikkim, Uttar Pradesh, Uttranchal, West Bengal, A & N Island, Chandigarh. Hockey is organized in Chhatisgarh, Haryana, Karnataka, Rajasthan, Tripura, Uttar Pradesh, Uttranchal and Chandigarh. Badminton is played in upper primary schools of Andhra Pradesh, Arunachal Pradesh, Chhatisgarh, Delhi, Goa, Haryana, Himachal Pradesh, Kerala, Karnataka, Nagaland, Orissa, Rajasthan, Sikkim, Uttranchal and Chandigarh. Tennis is organized in Delhi, Haryana, Karnataka and Chandigarh. Table Tennis is played in Arunachal Pradesh, Delhi, Haryana, Madhya Pradesh, Nagaland and Chandigarh. Volley Ball game is organized in Schools of Arunachal Pradesh, Delhi, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Nagaland, Rajasthan, Sikkim, Uttar Pradesh, Uttranchal, A & N Island, Chandigarh and Pondicherry. Basket Ball is organized in Chhatisgarh, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Meghalaya, Nagaland, Uttar Pradesh and Chandigarh. Swimming activities are organized in school of Himachal Pradesh, Kerala, Karnataka, Rajasthan, Tripura, Uttar Pradesh and Chandigarh. Racing and athletics activities are organized in majority of the states.

Besides these games & sports some other indoor and outdoor activities such as kabaddi, khol ho, Base Ball and Hand Ball etc. are also organized in some states

Tools used for Evaluation of Personal Social Qualities

In Andhra Pradesh, Jammu & Kashmir, Madhya Pradesh, Uttar Pradesh and Pondicherry only observation schedule is used as tool for evaluation of personnel and social qualities

Motivation by Schools to Participate in various Co-curricular Areas

For participation in co-curricular areas, certificates is awarded in all states except in Jammu & Kashmir and Meghalaya. The prizes are awarded to students in all states except in Jammu & Kashmir. The reporting of participation is done in all the states except in Chhatisgarh, Manipur, Orissa, Tamil Nadu, A & N Islands and Pondicherry. The data was not available of Assam, Maharashtra and Punjab. The states of Jharkhand, Madhya Pradesh and Nagaland did not provide the information.

Inter-School Competitions

Out of 32 states/UTs information regarding this aspect was not provided by Maharashtra, Manipur, and Nagaland. It seems that inter school competitions are not being organized at upper primary level in these states. In most of the states/UTs inter-school competitions are organized in the activities such as games and sports, art, drawing, music, literary, scientific, cultural and aesthetic areas. Chhatisgarh, Jammu & Kashmir, Rajasthan, Uttaranchal states and Chandigarh are organizing inter-school competitions only in games and sports. Besides these activities Goa, Mizoram, Orissa and A & N Island are organizing competitions in quizzes and painting. However, Sikkim reported inter-school competitions only in football. Only few states such as Andhra Pradesh, Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Punjab, West Bengal, Chandigarh and Pondicherry are organizing competitions in Music and Dance. Some states are organizing competitions in variety of activities.

Personal Social Qualities (PSQs)

Out of 32 states/UT Maharashtra, Punjab, Sikkim have not supplied information regarding development and evaluation of personal and social qualities. In Assam state 3 qualities i.e. environmental cleanliness, sense of responsibilities and environment protection are developed but not evaluated. Six personal social qualities such as discipline, regularities and punctualities, self & environmental cleanliness, sense of responsibilities and

leadership are being developed and evaluation in Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Delhi. In the remaining states/UTs 8 to 13 personal social qualities are developed. Only in 4 states 8 to 10 personal social qualities are developed. In Assam, Jammu & Kashmir, Madhya Pradesh, Manipur, Mizoram, Tripura, A&N Island and Chandigarh personal social qualities are development but not evaluated. In remaining states/UTs personal social qualities are developed and evaluated. Discipline and regularities and punctualities are developed and evaluated in 29 states/UTs except Assam. In general at least 4-5 personal social qualities are evaluated in almost all states/UTs.

Tools Used for Evaluation of Personal and Social Qualities

The required information was not supplied by Maharashtra, Mizoram and Punjab states. Arunachal Pradesh is the only state which reported the use of all the six tools i.e. observation schedule, check list, rating scale, self appraisal, peer evaluation and anecdotal record sheet for the purposes of evaluation of personal and social qualities. Observation schedule is used in 20, check list in 9, Peer Evaluation in 7, Rating Scale in 6, Anecdotal Record in 5 and Self evaluation in 3 states/UTs. Besides, Orissa, Rajasthan and A&N island are not using any tool. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh and Pondicherry states are using only observation schedule as tool for evaluating personal social qualities. Check list is used by Arunachal Pradesh, Haryana, Karnataka, Manipur, Meghalaya, Nagaland, Uttaranchal, West Bengal and Chandigarh. Rating scale is used by Arunachal Pradesh, Karnataka, Manipur, Nagaland, Uttaranchal and Chandigarh. Self appraisal is used by Arunachal Pradesh, Nagaland and Tamil Nadu. Peer evaluation is used by Arunachal Pradesh, Chhattisgarh, Gujarat, Haryana, Nagaland, Tamil Nadu and West Bengal. Anecdotal Record is used by Arunachal Pradesh, Chhattisgarh, Haryana, Kerala, Manipur.

Implementation of various Incentive Scheme

Information regarding implementation of various incentive scheme such as Mid-day meal, Merit scholarship, free uniform, free textbooks, attendance scholarship and other schemes were collected from states/UTs, out of 32 states/UTs the information was not obtained from Maharashtra and Punjab states. Many states reported implementation of *Serva Shiksha Abhiyan*. Mid-day meal provision is reported by Andhra Pradesh, Delhi,

Gujarat, Kerala, Nagaland, Tamil Nadu, West Bengal, A & N Island and Pondicherry. Merit scholarships are provided in Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhatisgarh, Delhi, Gujarat, Goa, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Meghalaya, Mizoram, Orissa, Rajasthan, Sikkim, Tripura, Uttanchal and Chandigarh. Free uniform and free textbooks are distributed in Andhra Pradesh, Arunachal Pradesh, Bihar, Chhatisgarh, Gujarat, Haryana, Jharkhand, Karnataka, Orissa, Tamil Nadu, Tripura, West Bengal, A & N Island, Chandigarh and Pondicherry. Besides in Assam, Himachal Pradesh and Uttanchal only free textbooks are distributed. In Rajasthan free textbooks scheme is only for girls. Attendance scholarship scheme is implemented in Gujarat, Jharkhand, Tripura, West Bengal, Chandigarh and Pondicherry. Besides the above schemes free bus pass in Andhra Pradesh, poor boys scholarship in Madhya Pradesh, Border scholarship in Meghalaya are provided.

Schools Inspection/Supervision

The information regarding structured system of schools inspection/supervision was not provided by Madhya Pradesh, Mizoram and Punjab. In the remaining states/UTs there is structured system of schools inspection/supervision except Andaman & Nicobar Islands.

Home Work

Homework is given to students in all 32 states/UTs. Home work is corrected regularly in Andhra Pradesh, Arunachal Pradesh, Assam, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Nagaland, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh, Uttanchal, West Bengal, A & N Island, Chandigarh and Pondicherry. In Bihar, Chhatisgarh, Goa, Jharkhand, Karnataka, Kerala, Meghalaya and Tripura home work is corrected sometimes. Punjab did not provided information in this regard.

Use of Different forms of Question in Test Question Papers

The question in test papers can be of supply type or selection type. The supply type questions can be further divided into long answer/essay type, short answer type, very short answer type or fill in the blank type. The selection type questions may be of alternative response type or matching type or multiple choice type. In most of the states each type of questions are being asked in question papers. In Arunachal Pradesh, Bihar, Delhi, Madhya Pradesh, Manipur, Tripura, Uttanchal, Mizoram all types of supply type questions except essay type are asked. Under selection type questions, alternative

response type questions are not asked in Delhi, Haryana, Punjab. Matching type questions are not used in Delhi, Haryana, Manipur and Punjab. Multiple choice questions are not given in Assam, Delhi, Manipur and Punjab states. Fill in blank questions are not asked in Delhi and Punjab. Besides Karnataka state is using some more varieties.

Status of Balanced Question Paper

Regarding the status of balanced question paper which includes an awareness and use of instructional objectives, preparation of design and blue print, preparation of marking scheme and checking of answer scripts. It is observed that except Chhattisgarh, Jammu & Kashmir and Jharkhand teachers use instructional objectives. All the states except Bihar, Chhattisgarh, Jammu & Kashmir, Jharkhand, Meghalaya, Tripura, Uttaranchal and Andaman & Nicobar Islands, blue print and marking scheme is prepared for question paper. Besides, Chhattisgarh, Meghalaya, Uttaranchal do not prepare design and blue print. Further, Bihar and Tripura do not prepare marking scheme. The information was not received from the states of Maharashtra, Punjab and Sikkim.

Number of Tests in an Academic Year

Regarding the conduct of tests in upper primary classes, tests are divided into four categories. These are class tests, unit tests, monthly tests and term tests. In an academic year, in Andhra Pradesh 4 tests, in Orissa 7, in Tamil Nadu and Pondicherry 20 class tests are conducted. In Chhattisgarh the conduct of class tests depends on individual teacher. In Himachal Pradesh three class tests are conducted. Besides, in Arunachal Pradesh, Madhya Pradesh, Maharashtra, Meghalaya, West Bengal and Chandigarh class tests are conducted but actual number is not provided. Regarding unit tests, 4 in Andhra Pradesh, 6 in Tamil Nadu, 10 each in Chhattisgarh and Pondicherry, 3 each in Haryana, Jammu and Kashmir, Kerala and Orissa are conducted. In Himachal Pradesh only one and in Goa 2 unit tests are conducted. However, in Delhi 25 unit tests are conducted. Unit tests are also conducted in Arunachal Pradesh, Gujarat, Maharashtra, West Bengal and Chandigarh but number is not provided. About the monthly tests, eight tests in a year are conducted in Chhattisgarh. In Himachal Pradesh three class tests are conducted in a month. In Tamil Nadu and Nagaland 7 monthly tests and in Uttaranchal 6 monthly tests are also conducted in Arunachal Pradesh, Madhya Pradesh, Manipur, Maharashtra, Mizoram, West Bengal and Chandigarh. Regarding the term tests, 3 term tests each in

Andhra Pradesh, Chhatisgarh, Gujarat, Nagaland, Sikkim, Tamil Nadu, A & N Islands and Pondicherry are conducted. In Rajasthan term tests, in Goa, Haryana, Jammu & Kashmir, Karnataka, Tripura, Uttar Pradesh and Uttarakhand 2 term tests are conducted.

Techniques used at Public Examinations and Weightage given to them

The data reveals that in Andhra Pradesh, Chhatisgarh, Gujarat, Jammu and Kashmir, Madhya Pradesh, Mizoram, Orissa, Sikkim and Tamil Nadu 100% weightage is given to written tests. In Chandigarh 90%, in Haryana 80%, in Karnataka 75-80% and in Rajasthan 80%, in Himachal Pradesh 75%, and in Nagaland 60% weightage is given to written tests. Haryana is giving 17% weightage to oral and 3% weightage to practical tests. Himachal Pradesh is providing 25% weightage to oral tests. Karnataka is providing 20-25% weightage to oral testing. Rajasthan is providing 15% to oral and 5% weightage to practical tests. Chandigarh is giving 10% weightage to oral tests. The data was not available from Arunachal Pradesh, Assam, Bihar, Delhi, Goa, Jharkhand, Kerala, Maharashtra, Manipur, Punjab, Tripura, West Bengal, A&N Islands and Pondicherry.

Evaluation of Personal and Social Qualities

Goa, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Meghalaya, Rajasthan and Tamil Nadu are evaluating the qualities of regularity, self cleanliness, leadership, discipline, patriotism, values, punctuality and sense of responsibility. Most of these qualities are being evaluated by using observation and anecdotal records. All the states/UTs which have responded are reporting these qualities in term of grades only.

Reporting of Personal and Social Qualities

In Chhatisgarh, Haryana, Uttar Pradesh and Uttarakhand the personal and social qualities are reported by using both grades and statements. Delhi, Himachal Pradesh, Kerala, Meghalaya and Nagaland are using grade to report these qualities. Karnataka and Rajasthan are using only statements in reporting the personal and social qualities.

Methods used for indicating performance in Scholastic and Co-scholastic Areas

In Andhra Pradesh, Chhatisgarh, Madhya Pradesh, Mizoram and Rajasthan both internal and external marks are used to indicate the performance in scholastic areas. Bihar and Haryana states used external marks in scholastic areas and internal grades in co-scholastic areas. Delhi, Manipur and Meghalaya used internal marks and internal grades both in scholastic and co-scholastic areas respectively. Gujarat used both internal and

external marks to indicate the performance in scholastic areas. Haryana is using external marks in scholastic areas and internal grades in co-scholastic areas. Himachal Pradesh, Karnataka and Nagaland are using internal and external marks in scholastic areas and internal and external grades in co-scholastic areas. Jammu and Kashmir and Uttar Pradesh are using both internal and external marks in scholastic areas and internal grades in co-scholastic areas. Jharkhand is using external marks and external grades to indicate the performance of students under scholastic areas. Kerala is using internal marks and grades in scholastic areas and internal marks and grades in co-scholastic areas. Orissa is using external marks in scholastic areas. Sikkim is using both internal and external marks and grades in scholastic areas. Tamil Nadu is using external marks in scholastic areas whereas Tripura is using internal marks in scholastic areas. Uttranchal is using external marks and grades in scholastic areas and internal grades in co-scholastic areas. A&N Islands are using internal and external marks and grades in scholastic areas and internal grades in co-scholastic areas. Pondicherry is using only internal marks in scholastic areas to indicate the performance of students.

Informal Evaluation Techniques

Out of 32 states/UTs, 24 states/UTs have not provided information. In Chhatisgarh observation, in Delhi and Chandigarh anecdotal records, in Gujarat peer evaluation, in Haryana peer evaluation and anecdotal records, in Karnataka peer evaluation, in Kerala homework and in Orissa oral questioning in the classroom are used as informal evaluation techniques.

Level at Which questions paper are developed for term tests

In Kerala, Manipur, Mizoram, Nagaland, Rajasthan, Tripura and Chandigarh papers are developed at cluster level. In Bihar, Chhatisgarh, Madhya Pradesh and Nagaland papers are developed at Block level. In Andhra Pradesh, Arunachal Pradesh, Assam, Chhatisgarh, Delhi, Goa, Gujarat, Himachal Pradesh, Jammu & Kashmir, Karnataka, Madhya Pradesh, Tamil Nadu, Uttar Pradesh, Uttranchal, West Bengal and Pondicherry papers are developed at District level. However, in Arunachal Pradesh, Assam, Himachal Pradesh, Mizoram, Orissa and West Bengal papers are developed at state level. Arunachal Pradesh reported that term papers are developed at Block, District and State levels. Whereas Rajasthan reported that papers are developed at cluster, Block and District levels. Besides, in Assam, Chhatisgarh, Himachal Pradesh, Madhya Pradesh,

Mizoram, Nagaland and West Bengal reported that term tests are developed at two different levels. In Haryana and A&N Island term tests are developed at school level. Information was not provided by Maharashtra and Punjab states.

Question Bank

Question banks are developed in Andhra Pradesh, Assam, Haryana, Maharashtra, Nagaland, Rajasthan, Tripura, West Bengal and Chandigarh. However, in Karnataka it is only for class VII. These questions banks are mostly available in all school subjects. Questions banks are available to teachers in these states/UTs. In Andhra Pradesh, Arunachal Pradesh, Assam, Karnataka, Nagaland, Tripura and West Bengal questions bank are also available to students.

Diagnosis of Learning Difficulties

The information is not provided by Maharashtra, Punjab and Sikkim states in this regard. Besides, learning difficulties are not diagnosed in Arunachal Pradesh, Chhattisgarh, Jammu & Kashmir, Tripura and Pondicherry. Delhi, Gujarat, Himachal Pradesh, Karnataka, Rajasthan, West Bengal and Chandigarh are using observation method, oral tests and diagnostic tests for identifying learning difficulties of students. Andhra Pradesh, Goa, Kerala, Meghalaya, Tamil Nadu, Uttar Pradesh, Uttranchal and Andaman & Nicobar Islands are employing observation technique and oral tests for identifying learning difficulties. In Nagaland both oral tests and diagnostic tests are used for this purpose. Bihar and Orissa are using only observation technique for diagnosis of hard spots in learning. Besides, Andhra Pradesh, Gujarat, Manipur and Andaman & Nicobar Islands are using performance in achievement tests for diagnosis in learning difficulties in general.

Remedial Instructions

Remedial instructions are used to remove learning difficulties of the learners. In this direction, Assam, Delhi, Gujarat, Haryana, Karnataka, Manipur, Nagaland, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttranchal, West Bengal, Andaman & Nicobar Islands, Chandigarh and Pondicherry provide remedial instructions to individual students. Andhra Pradesh, Assam, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Manipur, Meghalaya, Rajasthan, Uttranchal, West Bengal, A&N Islands, Chandigarh and Pondicherry provide remedial instructions only to weak students in a group. Andhra Pradesh, Assam, Chhattisgarh, Delhi, Goa, Gujarat, Haryana,

Himachal Pradesh, Karnataka, Meghalaya, Nagaland, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, Chandigarh and Pondicherry discuss common problems of the students in class. These states do not deal with students' problems individually. Besides, Andhra Pradesh, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Manipur, Meghalaya, Nagaland, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttarakhand, West Bengal, A&N Islands, Chandigarh and Pondicherry report difficulties of the students to their parents.

Type of Evaluation

Chhattisgarh, Jammu & Kashmir, Maharashtra, Mizoram, Sikkim, Tripura and Uttar Pradesh mostly use only summative evaluation. Remaining states/UTs use both formative and summative methods for evaluation of performance of students.

In-service Training to Teachers

Approximately half number of states/UTs have organized in-service training courses for teachers. The number of training courses as well as number of teachers participated in these courses varies from state to state. The maximum duration of the course is 21 days. In most of the states the training courses were on conceptual aspect, development and administration of tools. However, some states covered recording, decision making and reporting aspects.

Findings

- There was a lot of variations in number of periods per week across the states.
- Mostly states/UTs are organizing activities such as debate, Elocution, Recitation, Skit/Play, Dance, and Quiz Competition in co-scholastic areas.
- At least 2 or 3 games and sports are organized in all states/UTs.
- Inter-school competitions in games and sports are organized in almost all states/UTs.
- Only in few states inter-school competitions are organized in activities covering literary, scientific, cultural and aesthetic aspects.
- Most of the states are using observation schedule as a tool for evaluating personal and social qualities.
- Self appraisal is used only in Arunachal Pradesh, Nagaland and Tamil Nadu for evaluating personal and social qualities.
- Mostly states are developing and evaluating personal and social qualities.

- The states of Andhra Pradesh, Chhattisgarh, Gujarat, Jammu & Kashmir, Madhya Pradesh, Mizoram, Orissa, Sikkim and Tamil Nadu and giving 100% weightage to written tests.
- Many states are evaluating the personal and social qualities like regularity, self-cleanliness, leadership, discipline, patriotism, values, punctuality and sense of responsibility by using observation and anecdotal record techniques and reporting them in grades
- Most of the states are not using informal evaluation techniques
- At least one incentive scheme is implemented in all states/UTs
- Almost all states/UTs have structured system of schools inspection and supervision
- In all states/UTs homework is assigned to students
- In majority of the states home work is corrected regularly
- Mostly States are using different forms of questions in test/paper
- Long answer questions are not used in Arunachal Pradesh, Bihar, Delhi, Madhya Pradesh, Manipur, Mizoram, Tripura and Uttaranchal states
- Instructional objectives are used in most of the states for preparation question paper
- Paper setters use Design and Blue print for developing test
- Number of class tests, unit tests, monthly tests and terms tests varies from state to state
- Term tests are developed at different levels in different states/UTs
- Out of 32 states/UTs questions bank are developed all subjects in ten states/UTs
- Formal diagnostic tests are used only in Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Nagaland, Rajasthan, West Bengal and Chandigarh for identifying learning difficulties
- Delhi, Gujarat, Karnataka, Rajasthan, West Bengal, Chandigarh and Pondicherry adopt various strategies to overcome learning difficulties of students
- Mostly states/UTs make an attempt to resolve the difficulties in learning of students
- Majority of state/UTs use both formative and summative evaluation methods for evaluating the performance of students
- In-service training courses are organized only in half of the states/UTs during the last three years

Secondary Stage

Of the 35 states/UTs, the information is collected about the evaluation practices prevailing at the secondary stage. The information could not be collected from Lakshadweep, Dadra and Nagar Haveli, Daman & Diu. Some of the states/UTs did not

provide the complete information. The analysis of the data received from the states/UTs is presented below under different headings.

Subjects taught – Scholastic and Co-Scholastic Areas

Of the 35 states/UTs, data is not available from Punjab, Sikkim and Andaman & Nicobar Islands. In the remaining states either any one of the modern Indian language or mother tongue, Hindi, English, Mathematics, Physical Science, Chemistry, Biology, Social Science, Home Science, Economics, Music, Dance, Drawing, Agriculture, Information Technology, Vocational Education, Environmental Education, Computer Science, Commerce, History, Geography, Botany, Zoology, Statistics, Accountancy, Business Mathematics, Political Science, Sociology, Logic, Philosophy, Indian Culture, Physical Education and Health Education are being taught in most of the states.

Other than Hindi speaking states, Hindi is being taught in Arunachal Pradesh, Assam, Karnataka, Kerala and Orissa. English is being taught in all most all the states/UTs.

In most of the states health and physical education, art education, work experience, vocational education, sports and games, music, moral education covered under co-scholastic areas. Yoga is covered in Chhatisgarh, Gujarat and Tamil Nadu.

Instructional Time

Out of 30 states/UTs which have provided information, 19 states/UTs have on an average working days between 210 to 241. Jammu & Kashmir, Kerala, Sikkim, Tamil Nadu and West Bengal have 200 working days in an academic year. The states of Manipur, Nagaland and Tripura have 180 working days in a year. Pondicherry have 195 working days, Chhatisgarh is having 207 working days per year. Assam and Punjab have not provided information.

The duration of a period varies from 35 minutes to 45 minutes. Majority of the states are having 40 minutes period. In scholastic areas, the number of periods per week varied from 25 to 48. For co-scholastic areas, majority of the states/UTs have six periods per week. Andhra Pradesh is having highest number of periods per week in Co-scholastic areas whereas West Bengal is having only two periods per week which is the lowest number among the states/UTs. Assam, Delhi, Kerala, Meghalaya, Punjab have not provided information.

Compulsory and Optional subjects under Scholastic and Co-Scholastic Areas

The data shows that in most of the states/UTs, Modern Indian Language, Hindi, English, Mathematics, Physical Science, Chemistry, Biology and Social Science are compulsory subjects under scholastic areas. Subjects like Home Science, Economics, Music, Dance, Drawing, Agriculture, information technology, vocational education, environmental education and computer science are optional subjects. However, under co-scholastic area, the subjects like physical education, art education, work experience, yoga, music, moral education and drawing occupied prominent place in the category of compulsory subjects. In co-scholastic areas, National Cadet Corps (NCC), Scouts and Guides, National Service Scheme (NSS), Carpentry and Socially Useful and Productive Work (SUPW) activities occupied prominent place.

Activities organized under co-scholastic Areas

The data received from the states indicated that the debate activity is taking place in all most all states/UTs except in Jammu and Kashmir, Nagaland, Punjab and Pondicherry. The elocution activity is prevailing in majority of the states/UTs except in the states of Bihar, Madhya Pradesh, Manipur, Meghalaya, Nagaland and Punjab. Recitation activity is not prevailing in the states of Arunachal Pradesh, Karnataka, Meghalaya and Pondicherry. The skits/plays are being performed in all most all the states except in Goa and Mizoram. The dance activity is also being performed in all the states/UTs except Meghalaya, Mizoram and Orissa. Except in Maharashtra and Orissa, the quiz competition is organized in all the states/UTs.

Games and Sports organized in Schools

The data received from the states/UTs indicated that cricket and football competitions are organized in all most all states except Cricket in Himachal Pradesh, Kerala, Pondicherry, Manipur and Mizoram and football in Himachal Pradesh. Hockey competitions are organized in 50 per cent of the states/UTs. Badminton activity is organized in all most all states except Jammu and Kashmir, Jharkhand, Manipur and A & N Islands. Tennis and Table Tennis activities are being organized in majority of the states/UTs except Tennis in Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Goa, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Orissa, Tamil Nadu, Uttar Pradesh, A & N Islands and Pondicherry and Table Tennis in the states of Andhra Pradesh, Bihar, Himachal Pradesh, Jammu and Kashmir,

Jharkhand, Kerala, Orissa and Uttar Pradesh Volley Ball activities are organized in all the states/UTs Basket Ball competitions are organized in majority of the states other than in Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Jharkhand, Manipur, A & N Islands and Pondicherry Swimming competitions are organized in the states/UTs of Chhatisgarh, Delhi, Gujarat, Haryana, Jammu and Kashmir, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tripura, Uttar Pradesh, Uttranchal and in Pondicherry Racing and athletics competitions are organized in most of the states except Delhi, Goa, Jharkhand, Nagaland, Orissa, Andaman & Nicobar Islands and Pondicherry in racing However, some of the states organized inter school activities in kabbadi, kho-kho, chess, cycling, Judo, karate and skiing

Activities Developed and Evaluated in the Schools

The library club activities are developed and evaluated in the Chhatisgarh, Gujarat, Karnataka, Kerala, Manipur, Uttranchal and West Bengal These activities are developed but not evaluated in Arunachal Pradesh, Assam, Maharashtra, Tamil Nadu, Uttar Pradesh, Chandigarh and Pondicherry Sports and games activities are developed and evaluated in most of the states but they are not evaluated in Jharkhand, Madhya Pradesh, Meghalaya, Mizoram and Orissa. Art and Painting competitions are developed and evaluated in almost all states These activities are developed but not evaluated in Jharkhand, Madhya Pradesh, Mizoram and A&N Islands However, Manipur is neither developing nor evaluating these activities whereas Nagaland is not developing but evaluating these activities

The drama activity is developed and evaluated in majority of the states/UTs But these activities are developed and not evaluated in Arunachal Pradesh, Maharashtra, Meghalaya, Tripura, Uttar Pradesh West Bengal and Chandigarh However, these activities are neither developed nor evaluated in Goa, Jharkhand, Manipur, Mizoram and A & N Islands Andhra Pradesh, Punjab and Sikkim have not provided any information The dance activities are developed and evaluated in most of the states except in Goa, Maharashtra, Manipur, Meghalaya, Mizoram and A & N Islands However, these activities are developed but not evaluated in Arunachal Pradesh, Tripura, Uttar Pradesh and Chandigarh Music activities are also developed and evaluated in most of the states except in Maharashtra and Manipur. However, these activities are not evaluated in Arunachal Pradesh, Goa, Meghalaya, Mizoram, Nagaland, Tripura, Uttar Pradesh, A &

N Islands and Chandigarh The elocution competitions are developed and evaluated in majority of the states except Bihar, Delhi, Jharkhand, Madhya Pradesh, Meghalaya, Uttranchal and Chandigarh. However, this activity is developed but not evaluated in Goa, Mizoram, Tripura, Uttar Pradesh and A & N Islands

Quiz activity is developed and evaluated in majority of the states/UTs In the states of Madhya Pradesh and Orissa, this activity is neither developed nor evaluated However, this activity is developed but not evaluated in Goa, Meghalaya, Mizoram, Nagaland, Tripura, Uttar Pradesh and Andaman & Nicobar Islands Yoga activity is neither developed nor evaluated in majority of the states The states which have developed and evaluated Yoga activity are Chhatisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Maharashtra, Rajasthan and Uttranchal

Motivation by the Schools to participate in various co-curricular activities

For participation in co-curricular activities, certificates are awarded in all the states/UTs Kerala is the only state where prizes are not distributed The report of participation is being done in most of the states except Arunachal Pradesh, Assam, Bihar, Goa, Madhya Pradesh, Manipur, Nagaland, Orissa, Sikkim, Tamil Nadu, A & N Islands and Pondicherry Punjab has not provided information

Inter School Competitions

Most of the states/UTs are conducting inter school competitions in the areas of science exhibitions, sports and games, quiz, science seminars, essay writing, diawng, debate, music, fancy dress, folk dance, painting elocution and clay modeling

Personal and Social Qualities

The data reveals that in Andhra Pradesh, Chhatisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Rajasthan, Uttranchal and West Bengal all these qualities are developed and evaluated Sikkim is the only state where none of these qualities are developed and evaluated The quality of discipline is developed in all the states except in Assam but not evaluated in Arunachal Pradesh, Assam, Bihar, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, A & N Islands and Pondicherry Regularity and punctuality are developed in all the states except in Assam but not evaluated in Assam, Bihar, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Tripura, A & N Islands and Pondicherry Self cleanliness is developed in most of the states/UTs except in Assam and Manipur whereas it is not evaluated in Assam, Madhya

Pradesh, Manipur, Mizoram, Nagaland, Tripura, A & N Islands, Chandigarh and Pondicherry Environmental cleanliness is developed in all the states except in Manipur whereas it is not evaluated in Assam, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Tripura, A & N Islands, Chandigarh and Pondicherry Sense of responsibility is developed in all most all states except Jammu & Kashmir, Madhya Pradesh and Manipur, whereas it is not evaluated in the states of Assam, Jammu and Kashmir, Maharashtra, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Tamil Nadu, Tripura, A & N Islands, Chandigarh and Pondicherry Leadership quality is developed in most of the states except in Assam, Jammu & Kashmir and Madhya Pradesh, whereas it is not evaluated in Assam, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Tripura, Andaman & Nicobar Islands, Chandigarh and Pondicherry The quality of initiative is developed in almost all the states except in Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Meghalaya, Andaman & Nicobar Islands, Chandigarh and Pondicherry whereas it is not evaluated in Arunachal Pradesh, Assam, Bihar Jammu and Kashmir, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Tamil Nadu, Tripura, Andaman & Nicobar Islands, Chandigarh and Pondicherry

The cooperation quality is developed in almost all the states except in Assam However, this quality is not evaluated in Arunachal Pradesh, Assam, Bihar, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Tamil Nadu, Tripura, Andaman & Nicobar Islands, Chandigarh and Pondicherry Sharing quality is not developed in Assam, Jammu and Kashmir and Madhya Pradesh and also not evaluated in Arunachal Pradesh, Assam, Bihar, Goa, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Tamil Nadu, Tripura, Andaman & Nicobar Islands, Chandigarh and Pondicherry The civic sense quality is developed in almost all the states except Assam, Delhi and Jammu and Kashmir It is also not evaluated in Assam, Delhi, Goa, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Tamil Nadu, Tripura, Uttar Pradesh, A & N Islands, Chandigarh and Pondicherry Truthfulness is not developed in the states of Assam and Sikkim The states of Assam, Bihar, Goa, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, A & N Islands, Chandigarh and Pondicherry are not evaluating this quality Patriotism is neither developed nor evaluated in the states of Assam, Delhi, Jammu and Kashmir and Kerala

States like Goa, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Tamil Nadu, Tripura, Uttar Pradesh, A & N Islands, Chandigarh and Pondicherry are not evaluating the patriotism quality. Protection of environment quality is developed in all the states except in Kerala and Sikkim. Assam, Goa, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Tamil Nadu, Tripura, Uttar Pradesh, A & N Islands, Chandigarh and Pondicherry are not evaluating this quality.

Tools used for Evaluation of Social Personal Qualities

The data reveals that all the tools are used to evaluate personal and social qualities in Haryana, Manipur, Uttaranchal and Chandigarh. In Andhra Pradesh, Assam, Delhi, Himachal Pradesh, Madhya Pradesh, Mizoram and Uttar Pradesh only the observation schedule is used. In Goa, Orissa, Sikkim, Tripura and Andaman & Nicobar Islands and Pondicherry these qualities are not at all evaluated. Observation schedule and anecdotal records are used by Arunachal Pradesh and Kerala. In Bihar observation schedule, check list and anecdotal records; in Chhattisgarh peer evaluation and anecdotal records; in Gujarat observation schedule, check list, self appraisal and peer evaluation; in Jammu and Kashmir observation schedule and peer evaluation; in Jharkhand except self appraisal and peer evaluation; in Karnataka and Maharashtra observation schedule, check list and rating scales; in Meghalaya only check list are used. Similarly observation schedule, check list, rating scale and peer evaluation in Nagaland, anecdotal record in Rajasthan, observation schedule, self appraisal and peer evaluation in Tamil Nadu, observation schedule, check list and peer evaluation in West Bengal are used to evaluate personal and social qualities.

Implementation of OBB, Mid-day Meal, Merit Scholarships etc.

The Operation Black Board (OBB) scheme is implemented only in Bihar, Delhi, Himachal Pradesh, Karnataka, Meghalaya and Nagaland. Except Tamil Nadu and Pondicherry no other states/UTs have implemented mid-day meal scheme. Merit scholarship is provided in almost all the states except in Assam, Kerala, Manipur, Nagaland, A & N Islands and Pondicherry. Free uniforms are provided in Chhattisgarh, Haryana, Karnataka, A & N Islands and Pondicherry. However, Bihar provides uniforms to SCs/STs and Jharkhand provides to girls. Free textbooks are provided in the states of Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Andaman & Nicobar Islands and

Pondicherry However, Bihar provides free text books only to SC/ST students whereas Jharkhand provides to girls and SC/ST students Scholarships for attendance is given in Delhi, Gujarat, Haryana, Karnataka, Chandigarh and Pondicherry However, many states have been providing different kinds scholarships e g loan scholarships in Gujarat, pre-matric scholarships in Haryana, poor boys scholarship in Madhya Pradesh, border scholarship in Meghalaya, SC/ST scholarships in Rajasthan and Tamil Nadu, and backward class scholarships in Pondicherry

School Supervision/Inspection

The data revealed that majority of the states are supervising the school system through DEOs/SDEOs/ADEOs However, in Arunachal Pradesh DDSE with a team of SIT principals, SACG, DACG, BACG in Assam, DDE, SIE and ADEI in Goa, DDPI, EOs and SIs in Karnataka; Block Resource Centres in Kerala; senior principals in Madhya Pradesh, Cluster Resource Centres, Block Resource Centres, School Inspectors in Orissa, Directors, Deputy Directors of SCERT, district education officers at district level, block education officer at block level and headmaster at school level in Rajasthan, assistant DIOs, Deputy Director, Joint Directors in Uttar Pradesh, Cluster Resource Centres and Block Resource Centres, ABEOs, BEOs, and DEOs in Uttranchal, SIE team led by Director of Education or Principals of SIE in A & N Islands are supervising the school system

Use of Different Forms of Questions in Question Papers

In Andhra Pradesh, Bihar, Delhi, Goa, Gujarat, Himachal Pradesh, Kerala, Maharashtra, Meghalaya, Orissa, Tamil Nadu, Uttar Pradesh, West Bengal Pondicherry both supply and selection type questions are used by the teachers In Arunachal Pradesh, Madhya Pradesh and Mizoram only long answer, short-answer and very short answers questions are used In Assam, Haryana Jammu & Kashmir and Manipur, long answer, short answer, very short answer under supply type and multiple choice under selection type are asked In Chhatisgarh, Tripura and Uttranchal except long answer other type of questions are asked In Nagaland and Rajasthan other than matching type, all other forms of question are asked In Karnataka all forms of question other than alternative response type are asked In Andaman & Nicobar Islands only supply type of questions and in Chandigarh except matching and multiple choice all other forms of questions are used Punjab and Sikkim have not provided information

Status of Balance Question Paper

All most all the states/UTs are following the procedure of balanced question paper. All the states except Arunachal Pradesh, Jammu and Kashmir, Meghalaya, Uttaranchal and Andaman & Nicobar Islands are using design and blue print in preparing question papers. All the states except Chhatisgarh, Delhi, Tripura, West Bengal and Andaman & Nicobar Islands follow the marking scheme. Checking of answer of scripts is done in all the states/UTs except in Chhatisgarh, Delhi, Kerala, Tripura, West Bengal and Andaman & Nicobar Islands. Punjab and Sikkim did not provide any information.

Number of Tests in an Academic Session

The data reveals that Tamil Nadu is conducting 40 class tests in a session where as in Maharashtra is conducted only 2 class tests in a session. In Andhra Pradesh 4 class tests, in Nagaland 7, in Orissa 10, in Chandigarh 3 and in Pondicherry 20 class tests are conducted in academic session. Regarding unit tests, 2 tests each in Goa and Maharashtra, 3 tests each in Haryana, Himachal Pradesh, Jammu and Kashmir, Kerala and Chandigarh, 4 tests in each in Andhra Pradesh and Assam, 10 tests each in Chhatisgarh and Pondicherry, 8 tests in Tamil Nadu are conducted in an academic session.

As far as monthly tests are concerned, 1 in Chhatisgarh and Orissa, 1 in Himachal Pradesh, Mizoram and Andaman & Nicobar Islands, 4 in Karnataka, 7 each in Nagaland and Tamil Nadu, 3 each in Uttar Pradesh, West Bengal and Chandigarh, 6 in Uttaranchal are conducted in an academic session. 50 per cent of the states conduct two terms tests whereas the remaining 50 per cent states conduct three term tests in a year. Kerala and Rajasthan are the exceptions where these states conduct one and five term tests respectively in an academic session.

Level at which Question Papers are developed for Term Tests

The available data from the states/UTs indicated that Gujarat develops question papers at cluster and state level, Manipur develops only at cluster level, Nagaland develops question papers for term tests at cluster, block and state level. Rajasthan develops at all stages except at block level. At district level Assam, Goa, Sikkim, Tamil Nadu, West Bengal and Pondicherry develop question papers for term tests. Arunachal Pradesh, Bihar, Chhatisgarh, Delhi, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Orissa, Punjab, Tripura, Uttar Pradesh, Uttaranchal,

West Bengal develops question papers at state level Andhra Pradesh, Haryana, Jammu and Kashmir, Meghalaya, A & N Islands and Chandigarh have not provided any information

Question Bank

The question banks are available in Andhra Pradesh, Delhi, Gujarat, Haryana, Jammu and Kashmir, Karnataka, Maharashtra, Mizoram, Nagaland, Tamil Nadu, Tripura, Uttranchal, West Bengal and Chandigarh. In majority of the states these question banks are available in Science, Social Science, Mathematics, English. Question banks are available to both students and teachers in Andhra Pradesh, Gujarat, Haryana, Jammu and Kashmir, Karnataka, Maharashtra, Nagaland, Tamil Nadu, Tripura and Uttranchal. These question banks are available only to the teachers in Delhi and Chandigarh whereas these are available to students in West Bengal.

In-service Training of Teachers

In Delhi, two training courses of 21 days duration for ten persons were held covering all aspects of evaluation. In Goa, 12 training courses of six days duration are held covering all aspects of evaluation. In Gujarat, three training programmes of three days duration for all the teachers were held covering all aspects of evaluation. In Haryana three training course of five days duration for 93 teachers were held covering all aspects of evaluation except administration of tools. Karnataka organized 20 training courses of two days duration for 1000 teachers covering conceptual aspects of evaluation. In Kerala, one training programme of three days duration was held covering all aspects except development of tools of evaluation. Maharashtra organized one training programme of six days duration for 1588 teachers covering all aspects of evaluation except conceptual aspects. Mizoram organized one training course of five days duration for 400 teachers covering all aspects of evaluation. In Nagaland, two training programmes of ten days duration were held covering conceptual aspects and development of tools of evaluation. In Orissa, 59 training courses of 7 days duration for 50 teachers were held covering aspects of evaluation.

Rajasthan organized two training courses of 6 to 15 days duration covering all aspects of evaluation. Uttar Pradesh organized three to five days duration of training courses at DIET level covering all aspects except conceptual aspects of evaluation. Chandigarh organized one training programme of 5 days duration for 47 teachers covering

conceptual aspects of evaluation In Pondicherry, 8 training courses of 10 day duration for 200 teachers were held covering all aspects of evaluation The information was not available from Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhatisgarh, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Madhya Pradesh, Manipur, Meghalaya, Punjab, Sikkim, Tamil Nadu, Tripura, Uttranchal, West Bengal and Andaman & Nicobar Islands

Diagnosis of Learning Difficulties

In Haryana, Himachal Pradesh, Karnataka, Rajasthan, West Bengal and Chandigarh learning difficulties are diagnosed using all the three techniques i.e., observation, oral tests and diagnostic tests In the states of Andhra Pradesh, Goa, Mizoram, Uttar Pradesh, Uttranchal and Andaman & Nicobar Islands learning difficulties are diagnosed using both observation and oral tests In Bihar, Jharkhand and Orissa observation techniques, in Delhi, Gujarat, Madhya Pradesh, Maharashtra, Meghalaya diagnostic tests, and Nagaland oral and diagnostic tests used to diagnose learning difficulties

Providing Remedial Instructions

The data shows that Delhi, Haryana, Karnataka, Mizoram, West Bengal, Chandigarh and Pondicherry provide all types of remedial instructions to individual as well as to weak students In these states, the teachers discuss common problems in classroom and inform to parents also Andhra Pradesh, Bihar, Himachal Pradesh, Manipur, Rajasthan and A & N Islands provide all types of remedial instructions except to individual students

The states of Assam, Goa, Kerala, Maharashtra and Meghalaya discuss common problems in the classroom and inform to the parents Chhatisgarh provides remedial instructions to weak students and also discuss common problems in the class Gujarat provides remedial instructions only to weak students Uttranchal provides remedial instructions to both individual and weak students Nagaland, Tamil Nadu and Uttar Pradesh provides remedial instructions to individual students, discuss common problems in the class and report to parents Madhya Pradesh provides remedial instructions to individual as to well as weak students and also discuss common problems in the class The information was not available from Arunachal Pradesh, Jammu and Kashmir, Jharkhand, Orissa, Punjab, Sikkim and Tripura

Types of Evaluation Used

In about 50 per cent of the states/UTs formative evaluation is being used. However, in all the states/UTs summative evaluation is being done. Punjab did not provide information

Public Examinations/External Examinations

All the states/UTs are conducting public examinations at class X with the exception of Nagaland where public examination is being conducted both IX and X classes. Most of the states are conducting these public examinations either to see the achievement level of the students or to promote to higher class or for the purpose of certification. In majority of the states/UTs, Boards of Secondary Education, conduct these examinations. However, in Arunachal Pradesh, Delhi, Sikkim and A & N Islands, Central Board of Secondary Education conducts these public examinations.

Techniques used at Public Examinations and Weightage given to them

In Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Gujarat, Jammu and Kashmir, Karnataka, Kerala, Maharashtra, Nagaland, Orissa, Tamil Nadu, Tripura, Chandigarh and Pondicherry 100 per cent weightage is given to written tests. In Manipur 97.5%, in Rajasthan 90%, in Goa 80%, and in Chhattisgarh, Delhi, Himachal Pradesh, Madhya Pradesh, Mizoram and Andaman & Nicobar Islands, 75% weightage is given. Haryana is giving 86% weightage to written tests.

In Haryana, 10% weightage to oral and 4% to practical tests is given. In Himachal Pradesh, 5% to oral and 15% to practical tests is given. In Rajasthan, 10% weightage is given to oral tests. In the states of Chhattisgarh, Delhi, Madhya Pradesh, Mizoram and Andaman & Nicobar Islands and Chandigarh 25% weightage is given to practical tests. 20% weightage to practical tests is given in Goa and Maharashtra. Jharkhand, Punjab and West Bengal have not provided any information.

Weightage given to Internal and External Assessment

In Arunachal Pradesh 75% weightage is given to written external assessment and 25% weightage is given to practical external assessment. In Bihar, 100% weightage is given to written external assessment. In Gujarat, 5% weightage to written internal, 90% weightage to written external and 5% weightage to oral internal assessment is given. In Himachal Pradesh, 75% weightage to written external, 5% to oral internal and 20% weightage to practical internal assessment is given. In Jammu and Kashmir, 84% to written external and 16% to practical external assessment is given. In Jharkhand 80% to

written external and 20% to practical external assessment is given. In the states/UTs of Karnataka, Kerala, Maharashtra, Nagaland, Tripura and Andaman & Nicobar Islands, 100 percent weightage is given to written external assessment.

In Madhya Pradesh, 75% weightage to written external and 25% to practical external assessment is given. In Mizoram, 25% to written internal and 75% to written external weightage is given. In Rajasthan 10% to written internal and 90% to written external weightage is given. In West Bengal, 90% weightage to written internal and 10% to oral internal test is given. In Chandigarh, 75% weightage to written external and 25% weightage to practical external test is given. The information was not available from Andhra Pradesh, Assam, Chhattisgarh, Delhi, Goa, Haryana, Manipur, Meghalaya, Orissa, Punjab, Sikkim, Tamil Nadu, Uttar Pradesh, Uttarakhand and Pondicherry.

Evaluation of Personal and Social Qualities

Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Meghalaya, Mizoram, Tamil Nadu, and Uttar Pradesh are evaluating leadership, discipline, regularity, civic sense, patriotism, cleanliness, obedience, values, truthfulness and cooperation qualities. Most of these qualities are evaluated by using observation, checklist, self-appraisal techniques. All the states/UTs which have responded are reporting these personal and social qualities in terms of grades only.

Reporting of Personal and Social Qualities

In Assam, Chhattisgarh, Delhi, Haryana, Uttar Pradesh and Uttarakhand only grades and statements are used to report these personal and social qualities. In Gujarat marks, Himachal Pradesh and Meghalaya grades, Karnataka, Rajasthan statements used to report these qualities. In Kerala marks and grades are used to report these personal and social qualities. Mizoram, Punjab and Tamil Nadu have not provided information.

Informal Evaluation Techniques

In Delhi peer evaluation is used for the purpose of evaluation. In Haryana both peer evaluation and anecdotal records are used. In Maharashtra and Chandigarh anecdotal records are used to evaluate students' achievement. In Assam oral and written tests, in Chhattisgarh assignments and project work, in Karnataka group evaluation; and in Orissa oral questioning in the classes are used as informal evaluation techniques.

Mode of Informing parents about the performance of their children

In all the states/UTs except in Punjab, the parents are informed about the performance of their children. In most of the states, the performance is being reported through progress report cards, Parent Teacher Associations, school committee meetings, letters, report books, students' profiles and special messengers.

Findings

- All the states/UTs teach subjects like mother-tongue, one modern Indian language, English, Mathematics, Social Science and Science
- In most of the states/UTs health and physical education, art education, work experience, vocational education, and sports and games are covered under co-scholastic areas
- Majority of the states/UTs have 210 to 241 working days in an academic year
- Majority of the states/UTs are having 40 minutes period
- In co-scholastic areas, majority of the states/UTs have six periods per week
- In scholastic area subjects like Home Science, Economics, Music, Dance, Drawing, Agriculture, Information Technology, Computer Science, Vocational education and environmental education are optional subjects
- Activities such as physical education, art education, work experience, yoga and moral education are compulsory in co-scholastic areas. NCC, Scouts and Guides, SUPW occupies prominent place in co-scholastic area as optional
- In most of the states/UTs, debate, elocution, recitation, skit/plays and dance activities are organized
- Cricket, Football, Badminton and Volley Ball activities are organized in almost all the states
- All the states/UTs award certificates for participating in co-curricular activities except Kerala.
- Most of the states/UTs are conducting inter school competitions in science exhibition, sports & games, quiz, science seminars, essay writing, drawing, debate, fancy dress and elocution
- Personal social qualities are developed and evaluated in Andhra Pradesh, Chhatisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Rajasthan, Uttranchal and West Bengal
- All the tools are used to evaluate personal and social qualities in Haryana, Manipur, Uttranchal and Chandigarh
- Mid-day meal, merit scholarship, free uniform, free textbooks and attendance scholarships are provided in majority of the states
- Majority of states/use both supply and selection type questions

- Majority of the states/UTs prepare question paper by using design, blue print and marking scheme
- All the states/UTs are conducting class, unit, monthly and term tests.
- In majority of the states, question banks are available in science, social science, mathematics and English
- Less than half of the states are providing in-service training to teachers
- Only in Haryana, Himachal Pradesh, Karnataka , Rajasthan, West Bengal and Chandigarh learning difficulties are diagnosed by using all the three techniques i.e observation, oral tests and diagnostic tests
- All the states/UTs are conducting public examinations at class X
- About 50 per cent of the states are evaluating personal and social qualities. These qualities are evaluated by using observation, check list and self appraisal techniques
- Majority of the states/UTs are not using informal evaluation techniques

Higher Secondary

Subjects taught – Scholastic and Co-scholastic Areas

Of the 35 states/UTs, the information was collected about the evaluation practices prevailing at the higher secondary stage from 26 states/UTs. The information could not be collected from Andhra Pradesh, Bihar, Dadra Nagar Haveli, Daman & Diu, Lakshadweep, Meghalaya, Nagaland, Orissa and West Bengal. Some of the states/UTs did not provide the complete information. The analysis of data received from the states/UTs is presented below under different heading

Subjects Taught – Scholastic and Co-scholastic Areas

In all the 26 states/UTs who provided the information, either any one of the Modern Indian Language or mother tongue, English, Physics, Chemistry, Biology, Mathematics, Economics, Political Science, History, Geography, Logic, Agriculture, Vocational Education, Psychology, Commerce, Sociology, Computers, Statistics, Philosophy, Music, Dance, Fine Arts, Drawing, Home Science, Military Science, Home Management, Child Development, Textiles, Book Keeping, Secretarial Practice, Design and colour, Composition, Animal Science, Defence Studies, Rural Development, Modelling are taught at Higher Secondary level. Other than Hindi speaking states, Hindi is taught in Arunachal Pradesh, Kerala and Mizoram. English language is taught in Arunachal Pradesh, Assam, Chhatisgarh, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Punjab, Rajasthan,

Tamil Nadu, Tripura, Uttar Pradesh, Uttranchal, Andaman & Nicobar Islands, Chandigarh and Pondicherry

In most of the states health and physical education, moral education, art education, work experience are covered under co-scholastic areas. In Kerala, yoga is given importance. In Pondicherry value education has been given more importance.

Instructional Time

Out of 24 states/union territories which have responded 19 states/UTs have an average working days between 200 to 241 days. Chandigarh has the highest number of working days (241) whereas Assam has the least number of working days (156). Five states/UTs have an average working days between 156 to 190 days. Andhra Pradesh, Bihar, Karnataka, Manipur, Nagaland, Orissa, Punjab and West Bengal did not provide any information.

The duration of period varies from 30-50 minutes. Out of 23 states/UTs, which have provided information, six states have 45 minutes duration of a period, 14 states have 40 minutes duration and only two states, i.e. Himachal Pradesh and Jammu & Kashmir have 35 minutes duration.

In scholastic areas number of periods per week varies from 29 to 48. In co-scholastic areas the number of periods per week varies from 0 to 12. Assam has not provided even a single period for co-scholastic aspects.

Activities organized under Co-scholastic areas

The data received from the states/UTs indicated that at higher secondary stage under co-scholastic areas, debate activity is taking place in 25 states/UTs. The states which are not organizing debate activity are Andhra Pradesh, Karnataka, Nagaland, Punjab and Sikkim. Bihar and Orissa did not provide any information. The elocution activity is prevailing in Arunachal Pradesh, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Maharashtra, Mizoram, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttranchal, West Bengal, Andaman and Nicobar Islands, Chandigarh and Pondicherry. Recitation activity is prevalent in 21 states/UTs whereas skits/play is prevalent in 23 states/UTs. The dance activity is being performed in 22 states/UTs but Quiz competition is being organized in as many as 24 states/UTs. Apart from these activities song in Arunachal Pradesh; poster, essay writing, drama in

Gujarat, science exhibition, paper reading, seminar in Haryana, drawing, mehandi, rangoli in Maharashtra, seminar, science fair in Rajasthan, drawing competition in Tamil Nadu, drawing, story writing in Uttar Pradesh, painting in Andaman Islands; NCC, Scout, rangoli are organized in Chandigarh

Activities under which Inter School Competitions are being organized at Higher Secondary Stage

In Inter School Competitions, cricket competitions are organized only in Arunachal Pradesh, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal, Andaman & Nicobar Islands, Chandigarh and Pondicherry. Football tournaments are organized in 22 states/UTs. Hockey competitions are organized in Arunachal Pradesh, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Jharkhand, Maharashtra, Mizoram, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal, and Chandigarh. Badminton competitions are not organized in West Bengal, Andaman & Nicobar Islands, Assam, Manipur and Jharkhand. Tennis and table tennis competitions are organized in Arunachal Pradesh, Delhi, Gujarat, Haryana, Maharashtra, Meghalaya, Uttarakhand, Chandigarh, and Rajasthan. Table tennis competitions are organized in Chhattisgarh, Goa, Jammu and Kashmir, Madhya Pradesh, Manipur, Mizoram, Tripura, Uttarakhand, Andaman & Nicobar Islands, Chandigarh, Pondicherry and Tamil Nadu. Most of the states/UTs organize volleyball competitions except West Bengal and Kerala. Most of the states/UTs organized Basketball, swimming, racing, athletics and volleyball competitions.

Activities Developed and Evaluated at Higher Secondary Stage

The library club activities are developed and evaluated in Chhattisgarh, Gujarat, Manipur, Uttar Pradesh, Uttarakhand and West Bengal. These are developed but not evaluated in Assam, Tamil Nadu and Chandigarh. Whereas in the states of Arunachal Pradesh the library activity is evaluated but not developed. Sports and games activities are developed and evaluated in majority of states. However, these activities are not evaluated in Arunachal Pradesh, Delhi, Jharkhand, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram and Tripura. Delhi is the only state where these activities are neither developed nor evaluated. Art and painting activities are developed and evaluated in 15 states/UTs. States like Kerala, Madhya Pradesh, Maharashtra, Mizoram, Tripura, Uttar Pradesh and Andaman & Nicobar Islands have developed these

activities but do not evaluate. However, these activities are evaluated but not developed in Arunachal Pradesh. Manipur is the only state where these activities are neither developed nor evaluated. The drama activity is developed and evaluated in Assam, Chhatisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttranchal and Pondicherry. States like Arunachal Pradesh, Kerala, Meghalaya, Tripura, Uttar Pradesh, West Bengal and Chandigarh develop these activities but do not evaluate. However, states like Jharkhand, Maharashtra, Manipur, Mizoram and Andaman & Nicobar Islands neither develop nor evaluate the drama activity. The dance activities are developed and evaluated in 13 states/UTs whereas states like Goa, Jharkhand, Kerala, Maharashtra, Manipur, Meghalaya, Mizoram and Andaman & Nicobar Islands have neither developed nor evaluated these activities. In the states of Arunachal Pradesh, Tripura, Uttar Pradesh and Chandigarh these activities are developed but not evaluated.

The music activities are developed and evaluated in the states of Assam, Chhatisgarh, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttranchal, West Bengal and Pondicherry. However, states/UTs like Kerala, Maharashtra, Manipur and Meghalaya neither develop nor evaluate. But these activities are developed and not evaluated in Arunachal Pradesh, Goa, Jharkhand, Mizoram, Tripura, Uttar Pradesh, Andaman & Nicobar Islands and Chandigarh. The elocution activities are developed and evaluated in most of the states/UTs but these were neither developed nor evaluated in Arunachal Pradesh, Jharkhand, Madhya Pradesh and Meghalaya. However, these activities are developed but not evaluated in Goa, Mizoram, Tripura, Uttar Pradesh, Andaman & Nicobar Islands and Chandigarh. Quiz activity is developed and evaluated in majority of the states/UTs. However, these activities are neither developed nor evaluated in Kerala and Madhya Pradesh. The yoga activity is developed and evaluated in Assam, Chhatisgarh, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Rajasthan and Uttranchal. But they are neither developed nor evaluated in Jharkhand, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Andaman & Nicobar Islands and Pondicherry.

Motivation of the Schools to participate in various Co-curricular Activities

For participation in Co-curricular activities certificates are awarded in all states/UTs and except in Kerala. Prizes are also distributed in all the states. The reporting of

participation is done in majority of the states/UTs except Assam, Goa, Manipur, Tamil Nadu, Andaman & Nicobar Islands and Pondicherry. The data was not available from Andhra Pradesh, Bihar, Karnataka, Nagaland, Orissa, Punjab and Sikkim.

Inter-School Competitions

Most of the states/UTs organized inter-school competitions in the area of football, volleyball, cricket, kho-kho, kabaddi, badminton, quiz, debate, dance, song, athletics and science exhibitions. Out of 32 states/UTs, Andhra Pradesh, Bihar, Karnataka, Manipur, Mizoram, Orissa and Punjab did not provide any information.

Personal and Social Qualities

All the personal and social qualities are developed and evaluated in Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Rajasthan, Uttaranchal and West Bengal. In Sikkim, none of these qualities are developed and evaluated. In Kerala, only the quality of regularity and punctuality is developed. In Arunachal Pradesh, Assam, Jammu & Kashmir, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Tamil Nadu, Tripura, Uttar Pradesh, Andaman & Nicobar Islands, Chandigarh and Pondicherry, the personal and social qualities are developed but not evaluated. In the state of Goa, almost all the qualities are developed and evaluated except the evaluation of sharing, civic sense, truthfulness, patriotism and protection of environment. The remaining states of Andhra Pradesh, Bihar, Chhattisgarh, Karnataka, Maharashtra, Nagaland, Orissa and Punjab have not provided information.

Tools used for evaluation of Personal and Social Qualities

In evaluating the personal and social qualities, most of the states/UTs used observation schedule. Of the 32 states/UTs, only Jharkhand, Manipur, Uttaranchal and Chandigarh are using all the tools. The check-list is used by Arunachal Pradesh, Gujarat, Haryana, Maharashtra, Meghalaya, West Bengal and Chandigarh. Rating scale is used by Maharashtra, Manipur, Uttaranchal and Chandigarh and self appraisal tool is used by Arunachal Pradesh, Gujarat, Manipur, Tamil Nadu, Uttaranchal and Chandigarh. Peer evaluation is also done by Arunachal Pradesh, Chhattisgarh, Gujarat, Haryana, Jammu & Kashmir, Manipur, Tamil Nadu, Uttaranchal, West Bengal and Tamil Nadu. The Anecdotal Record are used by Chhattisgarh, Haryana, Manipur, Rajasthan, Uttaranchal and Chandigarh. The states/UTs of Andhra Pradesh, Bihar, Karnataka, Nagaland, Orissa and Punjab have not provided information. The states/UTs of Assam, Goa, Kerala,

Sikkim, Tripura, Andaman & Nicobar Islands and Pondicherry are not using any of the tools to evaluate personal and social qualities

Implementation of Various Schemes like OBB, DPEP, SSA

The Operation Black Board (OBB) scheme is implemented only in the states of Delhi and Himachal Pradesh. The Mid-day Meal Schemes are not implemented in any of the states/UTs. The merit scholarship is provided in Assam, Chhatisgarh, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Tripura (post-metric scholarship), Uttar Pradesh, Uttranchal and Chandigarh. Free uniforms are given in the states/UTs of Delhi, Haryana, Jharkhand and Andaman & Nicobar Islands. Free textbooks are provided in the states/UTs of Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand and Andaman & Nicobar Islands. Attendance scholarships are also given in the states/UTs of Delhi, Gujarat, Haryana, Jharkhand, Mizoram and Chandigarh. Other than these Gujarat is giving loan scholarships for study purpose, Andaman & Nicobar Islands is giving ST scholarship, Madhya Pradesh is providing scholarship to poor students, Meghalaya is giving border scholarship, Rajasthan and Tamil Nadu are giving scholarships to SC/ST students.

School Supervision/Inspection

School supervision/inspection activities have been done by academic inspectors in Assam and best awardee teachers and lecturers of B Ed colleges in Gujarat. In majority of the states/UTs school supervision activity has been the responsibility of the District Educational Officers (DEOs), Block Resource Centres (BRCs), Cluster Resource Centres (CRCs), School Inspectors (SIs), Deputy Directors, Joint directors (School Education), Directors of Public Instruction (DPI) and District Inspectress for Girls' Schools in Jharkhand.

The information was not available from the states of Andhra Pradesh, Bihar, Mizoram, Orissa and Punjab.

Status of Homework

The homework is assigned and corrected regularly in Assam, Delhi, Gujarat, Haryana, Himachal Pradesh, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh, Andaman & Nicobar Islands, Chandigarh and Pondicherry. However, in Arunachal Pradesh, Chhatisgarh, Kerala, Meghalaya, Tripura and Uttranchal, the homework is assigned but

its correction is not regular. The information was not available from the states of Andhra Pradesh, Bihar, Goa, Jammu & Kashmir, Karnataka, Madhya Pradesh, Manipur, Mizoram, Nagaland, Orissa, Punjab, Sikkim and West Bengal.

Use of Different Forms of Questions

Of the 27 states/UTs whose responses indicate that all most all the states/UTs except Jammu & Kashmir, Mizoram and Punjab are using long answer, short answer and very short answer type questions. All the selection type questions are used by the states of Chhattisgarh, Gujarat, Himachal Pradesh, Kerala, Maharashtra, Meghalaya, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal and Pondicherry. However, Assam, Haryana, Jammu & Kashmir, Jharkhand and Manipur are using only multiple choice type, Bihar is using alternative response and multiple choice type, Delhi is using all the selection type questions except multiple choice type, Goa is using only the fill in the blanks, Mizoram is using all the selection type questions except fill in the blanks, Rajasthan and Uttarakhand are using all the selection type questions except matching, Chandigarh is using fill in the blanks and alternative response questions. Information was not available from Andhra Pradesh, Karnataka, Nagaland, Orissa and Sikkim.

Status of Balanced Question Paper

The data reveals that all most all the states/UTs are aware of instructional objectives except the state of Chhattisgarh which seems to be unaware of balanced question paper. All the states/UTs, except Arunachal Pradesh, Delhi, Jammu & Kashmir, Jharkhand, Meghalaya, Uttarakhand and Andaman & Nicobar Islands prepare design and blue prints in setting a balanced question paper. Other than Tripura and Andaman & Nicobar Islands all the states/UTs prepare marking scheme and check answer scripts. Bihar, Orissa, Punjab and Sikkim did not provide any information.

Different Tests in an Academic Session

The data reveals that most of the states are not conducting class tests. Only three states indicated the number of class tests they have conducted in an academic session. Maharashtra conducted 2 tests, Tamil Nadu conducted the highest number, i.e., 40 tests and Pondicherry is conducting 20 tests. West Bengal acknowledges the presence of class tests. Goa and Maharashtra are conducting 2 unit tests in a session. However, the states of Assam, Haryana, Himachal Pradesh, Jammu & Kashmir and Kerala indicated that they are conducting three term tests in an academic session. Tamil Nadu is conducting 8

unit tests whereas Pondicherry is conducting 10 term tests Himachal Pradesh, Mizoram and Andaman & Nicobar Islands are conducting one monthly test In Uttar Pradesh 3 tests, in Uttranchal 6 tests, in Tamil Nadu 7 tests and in Chandigarh 8 monthly tests are conducted in an academic session Almost 12 states conducted two term tests and 9 states indicated that they are conducting 3 term tests However, Rajasthan is the only state which conducts 5 term tests in a session Jharkhand is conducting 4 term tests in an academic session

Level at which Question Papers are Developed for Term Tests

The data indicates that Gujarat and Rajasthan states develop question papers at cluster level Rajasthan is the only state who develop question papers at cluster, district and state level None of the states/UTs develop question papers at block level Rajasthan, West Bengal and Pondicherry develop question papers at district level Majority of the states develop question papers at state level for term tests

Question Bank

The data available from the table denotes that the question banks are available in Delhi, Gujarat, Haryana, Himachal Pradesh, Maharashtra, Tamil Nadu, Uttranchal, West Bengal and Pondicherry. Most of these question banks are available in mathematics, sciences and social sciences However, these question banks are also available in statistics, logic and psychology in the state of Gujarat Only in Delhi state Hindi language question bank is available

These question banks are available to the teachers in all the states who responded except West Bengal These question banks are also available to students in Gujarat, Himachal Pradesh, Maharashtra, Tamil Nadu, Uttranchal, West Bengal and Pondicherry. The information is not available from other states

In-service Training to Teachers on Evaluation

The data received from the states revealed that the state of Assam conducted five training programmes for about 200 teachers of 17 days duration covering conceptual development In Goa two six-day training programmes were organized covering all aspects of evaluation In Gujarat, 15000 teachers were trained in a three day training programme covering all areas of evaluation Maharashtra organized ten day training programmes for about 1291 teachers covering all aspects of evaluation. These training programmes were also covered lesson planning, evaluation techniques and teaching

techniques In Mizoram 250 teachers were trained in a five day training programme covering all aspects of evaluation

Rajasthan provided training in the aspects of evaluation It has conducted seven training programmes of 6-15 days duration. West Bengal indicated that it also provided training to teachers covering all the aspects of evaluation Pondicherry had organized five day training programmes to 73 teachers in different aspects of evaluation These training programmes were each of five days duration The remaining states/UTs did not provided information

Diagnosis of Learning Difficulties

The data shows that in Gujarat, Himachal Pradesh and Chandigarh, the learning difficulties are diagnosed by using observation, oral test and diagnostic testing In Delhi it is done by diagnostic testing However, in Andaman & Nicobar Islands these learning difficulties are diagnosed by using observation and oral testing. Data was not available from the remaining states

Providing Remedial Instruction

In Gujarat, Karnataka, Madhya Pradesh, Mizoram, Tamil Nadu, Uttar Pradesh, Uttranchal, West Bengal, Chandigarh and Pondicherry remedial instructions are provided to individual students In Assam, Chhatisgarh, Goa, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh, Mizoram, Rajasthan, Uttranchal, West Bengal, Andaman & Nicobar Islands, Chandigarh and Pondicherry remedial instructions are provided to only weak students in groups In Assam, Goa, Gujarat, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Tamil Nadu Rajasthan, Uttar Pradesh, West Bengal, Bengal, Andaman & Nicobar Islands, Chandigarh and Pondicherry common problems are discussed and reported to parents However, in Chhatisgarh, Madhya Pradesh, Manipur, Meghalaya and Mizoram these common problems are only discussed The remaining states did not provide any information

Types of Evaluation of different Stages

Out of 32 states/UTs, Arunachal Pradesh, Assam, Goa, Haryana, Himachal Pradesh, Kerala, Maharashtra, Rajasthan, Tamil Nadu, West Bengal, Andaman & Nicobar Islands, Chandigarh and Pondicherry are using both formative and summative evaluation at different stages of education However, Chhatisgarh, Delhi, Gujarat, Jammu & Kashmir Jharkhand, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Tripura, Uttar Pradesh and

Uttanchal provided only summative evaluation. The information was not provided by Andhra Pradesh, Bihar, Karnataka, Nagaland, Orissa, Punjab and Sikkim.

Public Examination/External Examination

Almost all the states/UTs are conducting public examinations either at XI or XII level. Most of the states /UTs are conducting these external examinations either for promoting to next classes or for certification purpose. In the states/UTs of Arunachal Pradesh, Delhi, Sikkim, Andaman & Nicobar Islands and Chandigarh the Central Board of Secondary Education (CBSE) is conducting these examination. In the remaining states, either Boards of Secondary Education or Boards of Higher Secondary Education are conducting public examinations.

Techniques used in Public Examination and Weightage given to them

In Gujarat, Madhya Pradesh, Maharashtra, Mizoram, Tripura, Andaman & Nicobar Islands and Chandigarh 100% weightage is given to written tests in art subjects, whereas 70% in Madhya Pradesh, 80% in Maharashtra, 70% in Mizoram, 80% in Tripura, 75% in both Andaman & Nicobar Islands and Chandigarh is given to written tests in science subjects. In Chhatisgarh, Delhi and Pondicherry, 75% weightage is given to written tests. In Assam, Goa, Himachal Pradesh, Jammu & Kashmir, Kerala and Manipur, 70% weightage is given to written tests. Haryana and Karnataka are giving 90% weightage but Rajasthan is giving only 60% weightage to written tests. Weightage to oral tests are being given only in five states. Himachal Pradesh and Manipur are giving 5% weightage to oral tests. Haryana is giving 10% weightage, Rajasthan 66.7% weightage and Tamil Nadu is giving 20% weightage to oral tests. Regarding weightage to practical tests, Karnataka is giving 10% weightage whereas Rajasthan is giving 33% weightage to oral tests. In the states of Assam, Goa, Jammu & Kashmir, Kerala, Madhya Pradesh and Mizoram 30% weightage is given to oral tests. However, Chhatisgarh, Delhi, Himachal Pradesh, Manipur, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh and Pondicherry are giving 28% weightage to oral tests.

Weightage given to Internal and External Examination

In Arunachal Pradesh, Maharashtra and Andaman & Nicobar Islands 100% weightage is given to external written assessment. In Gujarat state, 5% weightage to internal written assessment, 90% weightage is given to external written assessment and 5% weightage to oral internal assessment. In Himachal Pradesh, 70% weightage is given to written

external assessment, 5% weightage to oral internal assessment and 25% weightage to practical internal assessment In Jammu & Kashmir, 70% weightage is given to written external assessment, 12% weightage to practical internal assessment and 18% weightage to practical external assessment

In Karnataka, 90% weightage is given to written external assessment In Kerala, 40% weightage to written external assessment, 30% weightage to internal practical and 30% weightage to external practical assessment In Madhya Pradesh, 75% weightage is given to written internal assessment and 25% weightage to practical external assessment Rajasthan is giving 10% weightage to written internal and 90% to external assessment Tripura is giving 80% weightage to written external and 20% weightage to practical external assessment In Chandigarh, 75% of weightage is given to written external and 25% weightage to practical external assessment. Pondicherry is giving 75% weightage to external written, 10% weightage to internal oral, 10% weightage to internal practical and 5% weightage to external practical assessment The data was not available from Andhra Pradesh, Assam, Bihar, Chhatisgarh, Delhi, Goa, Haryana, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Sikkim, Tamil Nadu, Uttar Pradesh, Uttranchal and West Bengal

Evaluation of Personal and Social Qualities

The Personal and Social Qualities are evaluated only in Himachal Pradesh, Jharkhand, Tamil Nadu and Uttar Pradesh In Himachal Pradesh, discipline, cleanliness, obedience, leadership and cooperation qualities are evaluated using observation technique These are reported in terms of grades In Jharkhand, responsibility and patriotism are evaluated using observation technique which is reported through grades In Tamil Nadu, environmental awareness and civic sense qualities are evaluated using observation and assigned grades In Uttar Pradesh, leadership, cooperation, discipline, patriotism qualities are evaluated The remaining states did not provide information

Reporting of Personal and Social Qualities

The personal and social qualities are reported by using marks, grades and statements in Chhatisgarh and Haryana Uttar Pradesh and Uttranchal are reported these qualities by using grades and statements Himachal Pradesh and Mizoram are reporting these qualities by using grades Karnataka and Rajasthan are reporting the personal and social qualities by using statements The remaining states have not provided information

Informal Evaluation Techniques

The informal evaluation techniques are being used only in Haryana, Maharashtra and Chandigarh. In Haryana, peer evaluation and anecdotal records are used for the purpose of informal evaluation. However, Maharashtra and Chandigarh have used only anecdotal record technique in informal evaluation. The remaining states/UTs did not provide information.

Informing Parents about the Performance of their Wards by the Schools

The data shows that in majority of the states, the parents are being informed about the performance of their children by the schools. In most of the states, the performance is reported by either Report Card or by Programme Card or by Progress Card. In Haryana and Tripura, the performance is reported through Parent Teacher Association/Mother Teacher Association (PTAs/MTAs). In Arunachal Pradesh, the performance is being reported through notice board. In Mizoram, parents are informed through letters. The information was not available from Andhra Pradesh, Bihar, Chhattisgarh, Delhi, Manipur, Meghalaya, Nagaland, Orissa, Punjab, Sikkim and Tamil Nadu.

Findings

- Almost all the states/UTs are teaching Modern Indian Language or mother tongue, English, Hindi, Mathematics, Social Science and Science under scholastic area.
- In most of the states health and physical education, moral education, art education and work experience are covered under co-scholastic areas.
- Most of the states/UTs have working days between 200 to 241 in an academic year.
- Majority of the states are having 40 minutes duration of a period. In scholastic areas the number of periods per week varies from 29 to 48. In co-scholastic areas the number of periods per week varies from 0 to 12.
- Most of the states/UTs are organizing debate, elocution, recitation, skits/play, dance activities.
- Cricket, Football, Basket Ball, Swimming, Racing, Athletics and Volley Ball activities are organized in majority of the states.
- All the states/UTs awarded certificates for participating in co-curricular activities except in Kerala.
- Majority of the states/UTs organize inter-school competitions in the areas such as football, volley ball, cricket, kho-kho, kabbadi, badminton, quiz, debate, dance, song, athletics and science exhibitions.

- All the personal and social qualities are developed and evaluated in Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Rajasthan, Uttaranchal and West Bengal
- Of the 32 states/UTs, only Jharkhand, Manipur, Uttaranchal and Chandigarh are using all the tools such as observation schedule, checklist, and self appraisal techniques
- Most of the states/UTs are using observation schedule for evaluation of personal and social qualities
- In majority of the states/UTs, schools are being supervised by DEOs, BRCs, CRCs, SIs, Deputy Directors, Joint Directors, DPIs
- The homework is assigned and corrected regularly in less than 50 per cent of the states
- All most all the states/UTs are aware of instructional objectives.
- Majority of the states/UTs are preparing question paper by using design, blue print and marking scheme
- Most of the states are not conducting class, unit and monthly tests But almost all the states are conducting term tests
- In majority of the states/UTs, questions banks are not available In subjects like Mathematics, Science and Social Science question banks are available only in few states
- Majority of the states/UTs are not providing in-service training to teachers in various aspects of evaluation
- In most of the states/UTs learning difficulties are not diagnosed by the teachers
- In majority of the states/UTs teachers are providing remedial instructions to weak students They are also discussing common problems in class and reporting to parents
- About 1/3rd states/UTs are using both formative and summative evaluation
- Most of the states are giving 20% to 30% weightage to practicals in public examinations
- Only Himachal Pradesh, Jharkhand, Tamil Nadu and Uttar Pradesh are evaluating personal and social qualities by using observation technique and reporting in terms of grades
- Except Haryana, Maharashtra and Chandigarh no other state/UT is using informal evaluation techniques
- In majority of the states/UTs, parents are being informed about the performance of their children by the schools, through report card or through Parent Teacher Associations

CHAPTER V

Summary

The department undertook the present study titled **A Study of Evaluation Practices at all stages of School Education Across the States** mainly to know the status of Evaluation practices at all stages of school education. Various committees and commissions of Education since independence have made various suggestions and recommendations regarding evaluation at the school stages yet people have not much knowledge how each (state/union territory) has taken up which scheme and what modifications they have undergone over a period of time. Therefore, educational evaluation remains the weakest link in the total educational system.

In this context the department undertook the project to know the status of various evaluation practices across the states. The project was initially taken up during academic session 2002-2003 and was confined to only primary stage of the school education. During the academic session 2003-2004 it was extended to the entire stage school education. A questionnaire was developed and finalized to gather all the relevant information on the topic after a lot of discussions. The development of questionnaire was an in-house activity which was carried out by the team members of this project. In the process of development of the questionnaire the reports of various committees and commissions which were published since independence were screened for the relevant and pertinent material. The questionnaire was sent to all the organizations dealing with the evaluation component of different stages of school education. For elementary (primary/upper primary) the information was collection from the relevant SCERT/SIE. The information for secondary and senior secondary stages was collected from the relevant secondary board/senior secondary board/council or joint board which is responsible for both the stages. The information was collected from 32 states/UTs

All the information received from various states/union territories was compiled and analyzed in tabular form. The information from structuring of school education to analysis of results are basically meant to know what steps/schemes are being followed in which

state/union territory and where they are not being followed. The ultimate purpose of this study was to find deficiencies in our evaluation system at various stages of school education. The deficiencies in practicing may be because of lack of awareness, poor awareness, non-implementation of the schemes, poor supporting infrastructure or some other reasons. Therefore, it is absolutely necessary to know all the details of the evaluation schemes at all stages of school education. Evaluation practices are discussed under the following headings:

- General
- Primary level
- Upper Primary level
- Secondary level
- Higher Secondary level

Major Outcomes are as under:

Findings

- There are mainly two patterns of school education across the states/UTs i.e. 1st Primary I-V, Upper Primary VI-VIII, Secondary IX-X, Higher Secondary XI-XII 2nd Primary I-IV, Upper Primary V-VII, Secondary VIII-X, Higher Secondary XI-XII
- Approximately 2/3 states/UTs have implemented non-detention policy at primary stage.
- Only Andhra Pradesh, Gujarat, Jammu & Kashmir, Karnataka, Madhya Pradesh, Nagaland and Orissa have extended non-detention policy upto upper primary stage.
- Continuous and Comprehensive Evaluation Scheme is in practice upto different levels of school education in states/UTs
- Competency based teaching-learning approach is not being followed in the states/UTs of Jammu & Kashmir, Madhya Pradesh, Meghalaya, Tripura and Chandigarh.
- Competency based teaching learning approach is being followed in 16 states/UT
- Assam, Bihar, Chhatisgarh, Haryana, Himachal Pradesh, Madhya Pradesh, Mizoram, Sikkim, Uttar Pradesh, Uttarakhand and Chandigarh are conducting public examination at the end of terminal class of primary stage.
- More than 50% states/UTs are conducting public examination at the terminal stage of upper primary stage.

- Mostly states/union territories have divided full academic session in either 2 or 3 terms barring Jharkhand, Kerala and Rajasthan states.
- In more than 50% states/UTs hard spots in learning are being identified at all stages of school education.
- Only in some states project work techniques is being used at all stages of school education for assessing students' performance.
- Approximately half in number of states/union territories analyses the results for different purposes.

Primary Stage

- Most of the states/UTs are teaching mother tongue, mathematics, environmental studies in scholastic areas.
- Mostly states/UTs are organizing activities mainly in work education, art education and Health and Physical education in co-scholastic areas.
- The number of periods per week varies from 22 to 30 in scholastic areas across the states.
- In most of the states/UTs, the number of periods in co-scholastic areas are 6-8 in a week.
- The duration of a period varies from 35-45 minutes barring some states.
- In most of the states/UTs Recitation, skit/play, dance and quiz competitions are organized.
- Racing and athletic activities are organized by majority of states/UTs
- Cricket, football, hockey, badminton, tennis, table tennis, volley ball, basket ball and swimming activities are organized in few states.
- Games & sports and art & printing activities are developed and evaluated in most of the states/UTs.
- Drama, dance and music activities are developed and evaluated in approximately half of the states/UTs.
- Approximately 2/3rd of the states/UTs motivate students for participation in co-curricular activities by awarding certificates/prizes, and/or reporting performance in report card.
- Observation schedule is mostly used as a tool for assessing personal and social qualities.
- Incentive scheme such as OBB, mid day meal and free textbooks, are provided in most of the states/UTs.
- All most all states/UTs are having structured system of school inspection/supervision.

- In almost in all states/UTs, the homework is assigned to students
- In 2/3rd of the states/UTs homework is corrected regularly.
- Different forms of supply and selection types questions are used in question papers
- Almost all states/UTs claim for following the steps required for development of a balanced question paper
- Term tests are conducted in more than 2/3rd states/UTs
- In more than half states/UTs question papers are developed at school level or cluster level
- Question banks are available in only few States/UTs
- Learning difficulties of students are diagnosed mostly by observation or oral techniques
- Remedial measures are provided to students in more than 2/3rd states/UTs
- Majority of states claim that they conduct both formative and summative evaluation
- Written as well as oral techniques are used in external examination with different weightages in different states/UTs
- Personal and social qualities are reported in terms of grades
- Informal evaluation techniques are used in very few states
- In most of the states/UTs students' performance is reported to parent through report cards

Upper Primary Stage

- There was a lot of variations in number of periods were week across the states
- Mostly states/UTs are organizing activities such as debate, Elocution, Recitation, Skit/Play, Dance, and Quiz Competition in co-scholastic areas
- At least 2 or 3 games and sports are organized in all states/UTs
- Inter-school competitions in games and sports are organized in almost all states/UTs
- Only in few states inter-school competitions are organized in activities covering literary, scientific, cultural and aesthetic aspects
- Most of states are using observation schedule as a tool for evaluating personal social qualities
- Self appraisal is used only in Arunachal Pradesh, Nagaland and Tamil Nadu for evaluating personal and social qualities
- Mostly states are developing and evaluating personal and social qualities

- The states of Andhra Pradesh, Chhatisgarh, Gujarat, Jammu & Kashmir, Madhya Pradesh, Mizoram, Orissa, Sikkim and Tamil Nadu and giving 100% weightage to written tests
- Many states are evaluating the personal and social qualities like regularity, self-cleanliness, leadership, discipline, patriotism, values, punctuality and sense of responsibility by using observation and anecdotal record techniques and reporting them in grades
- Most of the states are not using informal evaluation techniques
- At least one incentive scheme is implemented in all states/UTs
- Almost all states/UTs have structured system of schools inspection and supervision
- In all states/UTs homework is assigned to students
- In majority of the states home work is corrected regularly
- Mostly States are using different forms of questions in test/paper
- Long answer questions are not used in Arunachal Pradesh, Bihar, Delhi, Madhya Pradesh, Manipur, Mizoram, Tripura and Uttranchal states
- Instructional objectives are used in most of the states for preparation question paper
- Paper setters use Design and Blue print for developing test
- Number of class tests, unit tests, monthly tests and terms tests varies from state to state
- Term tests are developed at different levels in different states/UTs
- Out of 32 states/UTs questions bank are developed all subjects in ten states/UTs
- Formal diagnostic tests are used only in Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Nagaland, Rajasthan, West Bengal and Chandigarh for identifying learning difficulties
- Delhi, Gujarat, Karnataka, Rajasthan, West Bengal, Chandigarh and Pondicherry adopt various strategies to overcome learning difficulties of students
- Mostly states/UTs make an attempt to resolve the difficulties in learning of students
- Majority of state/UTs use both formative and summative evaluation methods for evaluating the performance of students
- In-service training courses are organized only in half of the states/UTs during the last three years

Secondary Stage

- All the states/UTs teach subjects like mother tongue, one modern Indian language, English, Mathematics, Social Science and Science

- In most of the states/UTs health and physical education, art education, work experience, vocational education, and sports and games are covered under co-scholastic areas
- Majority of the states/UTs have 210 to 241 working days in an academic year
- Majority of the states/UTs are having 40 minutes period
- In co-scholastic areas, majority of the states/UTs have six periods per week
- In scholastic area subjects like Home Science, Economics, Music, Dance, Drawing, Agriculture, Information Technology, Computer Science, Vocational education and environmental education are optional subjects
- Activities such as physical education, art education, work experience, yoga and moral education are compulsory in co-scholastic areas NCC, Scouts and Guides, SUPW occupies prominent place in co-scholastic area as optional
- In most of the states/UTs, debate, elocution, recitation, skit/plays and dance activities are organized
- Cricket, Football, Badminton and Volley Ball activities are organized in almost all the states
- All the states/UTs award certificates for participating in co-curricular activities except Kerala
- Most of the states/UTs are conducting inter school competitions in science exhibition, sports & games, quiz, science seminars, essay writing, drawing, debate, fancy dress and elocution
- Personal social qualities are developed and evaluated in Andhra Pradesh, Chhatisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Rajasthan, Uttranchal and West Bengal
- All the tools are used to evaluate personal and social qualities in Haryana, Manipur, Uttranchal and Chandigarh
- Mid-day meal, merit scholarship, free uniform, free textbooks and attendance scholarships are provided in majority of the states
- Majority of states/use both supply and selection type questions
- Majority of the states/UTs prepare question paper by using design, blue print and marking scheme
- All the states/UTs are conducting class, unit, monthly and term tests
- In majority of the states, question banks are available in science, social science, mathematics and English
- Less than half of the states are providing in-service training to teachers

- Only in Haryana, Himachal Pradesh, Karnataka , Rajasthan, West Bengal and Chandigarh learning difficulties are diagnosed by using all the three techniques i.e observation, oral tests and diagnostic tests
- All the states/UTs are conducting public examinations at class X
- About 50 per cent of the states are evaluating personal and social qualities. These qualities are evaluated by using observation, check list and self appraisal techniques
- Majority of the states/UTs are not using informal evaluation techniques

Higher Secondary Stage

- Almost all the states/UTs are teaching Modern Indian Language or mother tongue, English, Hindi, Mathematics, Social Science and Science under scholastic area
- In most of the states health and physical education, moral education, art education and work experience are covered under co-scholastic areas
- Most of the states/UTs have working days between 200 to 241 in an academic year
- Majority of the states are having 40 minutes duration of a period. In scholastic areas the number of periods per week varies from 29 to 48. In co-scholastic areas the number of periods per week varies from 0 to 12
- Most of the states/UTs are organizing debate, elocution, recitation, skits/play, dance activities
- Cricket, Football, Basket Ball, Swimming, Racing, Athletics and Volley Ball activities are organized in majority of the states
- All the states/UTs awarded certificates for participating in co-curricular activities except in Kerala
- Majority of the states/UTs organize inter-school competitions in the areas such as football, volley ball, cricket, kho-kho, kabaddi, badminton, quiz, debate, dance, song, athletics and science exhibitions
- All the personal and social qualities are developed and evaluated in Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Rajasthan, Uttaranchal and West Bengal
- Of the 32 states/UTs, only Jharkhand, Manipur, Uttaranchal and Chandigarh are using all the tools such as observation schedule, checklist, and self appraisal techniques
- Most of the states/UTs are using observation schedule for evaluation of personal and social qualities
- In majority of the states/UTs, schools are being supervised by DEOs, BRCs, CRCs, Sis, Deputy Directors, Joint Directors, DPIs
- The homework is assigned and corrected regularly in less than 50 per cent of the states
- All most al the states/UTs are aware of instructional objectives

- Majority of the states/UTs are preparing question paper by using design, blue print and marking scheme
- Most of the states are not conducting class, unit and monthly tests But almost all the states are conducting term tests
- In majority of the states/UTs, questions banks are not available In subjects like Mathematics, Science and Social Science question banks are available only in few states
- Majority of the states/UTs are not providing in-service training to teachers in various aspects of evaluation
- In most of the states/UTs learning difficulties are not diagnosed by the teachers
- In majority of the states/UTs teachers are providing remedial instructions to weak students They are also discussing common problems in class and reporting to parents
- About 1/3rd states/UTs are using both formative and summative evaluation
- Most of the states are giving 20% to 30% weightage to practicals in public examinations
- Only Himachal Pradesh, Jharkhand, Tamil Nadu and Uttar Pradesh are evaluating personal and social qualities by using observation technique and reporting in terms of grades
- Except Haryana, Maharashtra and Chandigarh no other state/UT is using informal evaluation techniques
- In majority of the states/UTs, parents are being informed about the performance of their children by the schools, through report card or through Parent Teacher Associations

Over the last five and a half decades, many good schemes of evaluation at the school stage have remained on paper in many states for a variety of reasons It is high time all the states/UTs should implement them in true spirit With the advent of globalisation, it is high time that these schemes of evaluation are implemented at the grass roots with all care and details These schemes need to be monitored closely while implementation so that no lacuna remains They should become part and parcel of the school education system That would not be enough, without introducing the advanced schemes and the techniques of evaluation They need to be adopted/adapted to Indian conditions so that they become organically joined to the present evaluation system in the country The ultimate result of all these efforts should result in a school education system which is internationally comparable and children have all the competencies and skills to face the ever changing, complicated and difficult world

Appendix

Evaluation Practices At All Stages of School Education

(Questionnaire)



*Department of Educational Measurement and Evaluation
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi – 110016
2003*

Evaluation Practices at All Stages of School Education (Questionnaire)

Guidelines

- 1 Please read carefully each and every question/statement given in the questionnaire
- 2 Please, do not leave any question unanswered.
- 3 Please, provide information as per directions given.
- 4 In this questionnaire there are four types of questions or statements
 - i. Yes/No : Please select only Yes or No.
 - ii Put tick (✓) : Please put tick (✓) mark at appropriate place as per need of individual question.
 - iii Provide information in the table : Provide information as per the need of the appropriate place in the table
 - iv. Open ended : Please, provide observations/information/views/suggestions, brief at appropriate space.
- 5 In case, there is a shortage of space for providing complete information, please, use separate sheet and attach with questionnaire
6. If possible, please forward/supply a copy of relevant notifications, circulars, guidelines, documents or any other material which may help us to elicit more detailed information regarding system of evaluation in your State/UT.
7. The information provided in this questionnaire will be used for preparing a document only and there will be no reflection on any individual.
8. Please send back filled-in questionnaire as soon as possible to

**The Head,
DEMM
NCERT, Sri Aurobindo Marg,
New Delhi - 110016**

EVALUATION PRACTICES AT DIFFERENT STAGES OF SCHOOL EDUCATION

1 Name of the State

2 Classes comprises at various stages of school education

Sl. No.	Stage	Classes
i	Primary	
ii	Upper-Primary	
iii	Secondary	
iv	Higher Secondary	

3. Instructional Time for various levels .

Sl No.	Class/Classes	No of working days in the last academic year	Average duration of the period in minutes	Number of periods per week for		Total
				Scholastic Areas	Co-Scholastic areas	
i	Classes I & II					
ii	Classes III & IV					
iii	Class V					
iv	Classes VI to VIII					
v	Classes IX & X					
vi	Classes XI & XII					

* Co-scholastic activities include .

Art Education , Work Education, Health and Physical Education, Drawing, Sports, Games, Yoga, Literary, Scientific, Cultural, Aesthetic etc

(i) Scholastic Areas

Sl No.	Class/Classes	Subject(s)
i	Classes I & II	
ii	Classes III & IV	
iii	Class V	
iv	Classes VI to VIII	
v	Classes IX & X a. Compulsory b. Optional	
vi	Classes XI & XII a) Compulsory b) Optional	

(ii) Co-scholastic Areas

Sl No.	Class/Classes	Activities			
		Compulsory	Number of periods per week	Optional	Number of periods per week
i	Classes I & II				
ii	Classes III & IV				
iii	Class V				
iv	Classes VI to VIII				
v	Classes IX & X				
vi	Classes XI & XII				

- 5 Which of the following programmes/activities are organized by the schools?
(Please write Yes or No against each activities)

Sl No.	Programmes/ Activities	Stages of School Education			
		Primary	Upper Primary	Secondary	Higher Secondary
i	Debate				
ii	Elocution				
iii	Recitation				
iv	Skits/Play				
v	Dance				
vi	Quiz Competition				
vii	Any other (Please specify)				

- 6 Which sports and games are organized by the school?
(Please write Yes or No against each sport/game)

Sl No.	Sports/Games	Stages of School Education			
		Primary	Upper Primary	Secondary	Higher Secondary
i	Cricket				
ii	Football				
iii	Hockey				
iv	Badminton				
v	Tennis				
vi	Table Tennis				
vii	Volley Ball				
viii	Basket Ball				
ix	Swimming				
x	Racing				
xi	Athletics				
xii	Any other (Please Specify)				

- 7 Which of the following activities are developed and evaluated in the schools?
(Please write Yes or No in the appropriate column under each stage)

(Dev =Developed, Eval = Evaluated)

Sl No.	Activities	Stages of School Education							
		Primary		Upper Primary		Secondary		Higher Secondary	
		Dev.	Eval	Dev.	Eval	Dev.	Eval	Dev.	Eval
i	Library club								
ii	Sports & Games								
iii	Art & Painting competitions								
iv	Drama								
v	Dance								
vi	Music								
vii	Elocution								
viii	Quiz								
ix	Yoga								
x	Any other (Please Specify)								

- 8 (i) Do schools motivate the students to participate in various co-curricular activities? Yes/No

(ii) If yes, provide information in the table given below

Sl No.	Modes of Motivation	Primary	Upper-Primary	Secondary	Higher Secondary
i	Certificate is awarded				
ii	Prizes are awarded				
iii	Participation is reported in report card				
iv	Any other (please specify)				

- 9 (i) Whether inter-school competitions are organized? Yes/No
 (ii) If yes, please write the events and also write Yes/No under each stage in the table given below

Sl No.	Name of the event	Stages of School Education			
		Primary	Upper Primary	Secondary	Higher Secondary
i					
ii					
iii					
iv					

- 10 Which of the following personal and social qualities are developed and evaluated in schools?

(Please put tick(✓) if answer is Yes and put cross (x) if answer is No
 (Dev.=Developed; Eval = Evaluated)

Sl No.	Social & Personal Qualities	Stages of School Education							
		Primary		Upper Primary		Secondary		Higher Secondary	
		Dev.	Eval	Dev.	Eval	Dev.	Eval	Dev.	Eval
i	Discipline								
ii	Regularities & Punctualities								
iii	Self cleanliness								
iv	Environmental cleanliness								
v	Sense of Responsibility								
vi	Leadership								
vii	Initiative								
viii	Cooperation								
ix	Sharing								
x	Civic Sense								
xi	Truthfulness								
xii	Patriotism								
xiii	Protection of Environment								
xiv	Any other (Please Specify)								

11. Which tools do schools use to evaluate Personal and Social Qualities?
(Please write Yes or No)

Sl No	Tools	Stages of School Education			
		Primary	Upper Primary	Secondary	Higher Secondary
i	Observation Schedule				
ii	Check List				
iii	Rating Scale				
iv	Self Appraisal				
v	Peer Evaluation				
vi	Anecdotal Record				
vii	Any other (Please Specify)				

12. Scheme (s) such as Operation Black Board, DPEP, SSA, Mid-Day Meal, Merit Scholarships, other scholarship etc. implemented in the schools
(Please write Yes/No in the Table)

Sl No.	Scheme	Primary	Upper Primary	Secondary	Higher-Secondary
i	OBB				
ii	DPEP				
iii	Mid-day Meal				
iv	Merit Scholarship				
v	Free Uniform				
vi	Free Textbooks				
vii	Attendance Scholarship				
Viii	Any other (Please Specify)				

- 13 (i) Whether the non-detention policy is followed in the schools? Yes/No
 (ii) If yes upto which stage (Please mark (✓) at appropriate place)
 (i) Primary [] (ii) Upper-Primary []
 (iii) Secondary [] (iv) Higher Secondary []
- 14 (i) Whether Continuous and Comprehensive Evaluation (CCE) Scheme is developed by the state? Yes/No
 (ii) If yes upto which stage (Please mark (✓) at appropriate place)
 (i) Primary [] (ii) Upper-Primary []
 (iii) Secondary [] (iv) Higher Secondary []
- 15 (i) Is CCE Scheme implemented in Schools? Yes/No
 (ii) If yes upto which stage (Please mark (✓) at appropriate place)
 (i) Primary [] (ii) Upper-Primary []
 (iii) Secondary [] (iv) Higher Secondary []
- 16 (i) Do schools follow competency based teaching-learning technique? Yes/No
 (ii) If yes upto which stage (Please mark (✓) at appropriate place)
 (i) Primary [] (ii) Upper-Primary []
 (iii) Secondary [] (iv) Higher Secondary []
- (iii) Whether training programmes for teachers have been organized by the state? Yes/No
 (iv) Whether the scheme of CCE was widely circulated in the schools? Yes/No.
- 17 (i) Whether the state has a structured system of school inspection/supervision? Yes /No
 (ii) If yes
 Give the structure _____

- (iii) If No,
 How schools are being inspected/supervised? _____

- 18 (i) Whether teachers assign home work to students? Yes/No
 (ii) If yes, mention the stage by putting a mark (✓) at appropriate stage.
 (i) Primary [] (ii) Upper-Primary []
 (iii) Secondary [] (iv) Higher Secondary []

- (iii) Whether teachers correct home work of students?
 (a) Regularly ☐ (b) Sometimes ☐ (c) Never ☐

- 19 (i) Whether teachers assign project work to students? Yes/No
 (ii) If yes, mention the stage by putting (✓) mark at appropriate stage
 (i) Primary Stage ☐ (ii) Upper-Primary Stage ☐
 (iii) Secondary Stage ☐ (iv) Higher Secondary Stage ☐

- 20 (i) Do teachers use different forms of questions in test/question paper? Yes/No
 (ii) If yes, please indicate your answer by writing Yes/No against each form of question at each stage of education

Sl No.	Forms of Questions	Stages of School Education			
		Primary	Upper Primary	Secondary	Higher Secondary
		Yes/No	Yes/No	Yes/No	Yes/No
i	Supply Type (i) Long answer (Essay)				
ii	(ii) Short Answer				
iii	(iii) Very Short Answer				
iv	(iv) Fill in the Blanks				
v	(v) Any other (Please Specify)				
vi	Selection Type i. Alternative Response (True/False, Yes/No, Right/Wrong)				
	ii. Matching (Single/Double, Check list, Matrix)				
	iii. Multiple Choice (Question form, incomplete statement form)				
	iv. Any other (Please specify)				

- 21 Whether teachers are
 (i) aware of instructional objectives? Yes/No
 (ii) preparing design and blue print? Yes/No

- (iii) preparing detailed marking scheme?
 (iv) checking the answer scripts using detailed marking scheme?

Yes/ No
 Yes/No

22 How many terms are there in an academic session ?

[]

23 How many tests do you conduct in one academic session ?

[]

(Please write the number for each stage)

Sl No.	Tests	Primary	Upper-Primary	Secondary	Higher Secondary
i	Class Tests				
ii	Unit Tests				
iii	Monthly Tests				
iv	Term Tests				
v	Any other (please specify)				

24 At what level question papers are developed for term tests?

Sl No.	Level	Primary	Upper-Primary	Secondary	Higher Secondary
i	Cluster				
ii	Block				
iii	District				
iv	State				
v	Any other (Please specify)				

25 (i) Whether the question bank (s) has /have been developed in the school subject (s) in your state?

Yes/No

(ii) If yes, please provide the following details :-

Sl No.	For which stage Question Banks are available?	Yes/ No	Subject (s) for which Question Banks are available	Whether Question Bank (s) is/are available (write Yes or No.)	
i	Primary			Teachers	Students
ii	Upper-Primary				
iii	Secondary				
iv	Higher Secondary				

- 26 (i) Whether teachers use Criterion Referenced Tests (CRT) ? Yes/No
 (ii) If yes, at which stage. (Please mark tick (✓) at appropriate stage)

(i) Primary Stage [] (ii) Upper-Primary Stage []
 (iii) Secondary Stage [] (iv) Higher Secondary Stage []

- 27(i) Whether the State Education Department provides in-service training to teachers on various aspects of evaluation at different levels ? Yes/No

(ii) If yes, please provide information in the table given below

Sl No	Training Components	Primary	Upper-Primary	Secondary	Higher Secondary
i	Number of training courses organized in last academic session?				
ii	Number of teachers participated in a training course				
iii	Maximum duration of a training courses				
iv	The areas of training courses were (Please put tick (✓) against each stage. a Conceptual				
v	b Development of tools of evaluation				
	c. Administration of tools				
	d Recording procedures				
	e Decision making				
	f. Reporting				
	g Any other (Please specify)				

- 28 (i) Whether hard spots in learning of students are identified? Yes/No
 (ii) If Yes, at what stage (Please write Yes or No against appropriate stage (s))

Sl No.	Stage	Write Yes or No
i	Primary	
ii	Upper-Primary	
iii	Secondary	
iv	Higher Secondary	

(iii) If yes, at any stage (s), how do teachers diagnose learning difficulties?

Sl No.	Stage	Observation	Oral Test	Diagnostic Tests	Any other Please specify
i	Primary				
ii	Upper-Primary				
iii	Secondary				
iv	Higher Secondary				

29 (i) Do teachers provide remedial instruction to students?

Yes/No

(ii) If yes, please put the (✓) mark against the appropriate mode (s)

Sl No.	Modes / Stages	Provide remedial instruction to individual student	Provide remedial instructions only to weak students in group	Discuss common problems in class	Report to parents	Any other method used (Please Specify)
i	Primary					
ii	Upper-Primary					
iii	Secondary					
iv	Higher Secondary					

30. What type of evaluation is used at different stages?
(Please write Yes/No at appropriate place)

Sl No.	Stage	Types of Evaluation	
		* Formative	** Summative
i	Primary		
ii	Upper-Primary		
iii	Secondary		
iv	Higher Secondary		

- * Formative Evaluation : Evaluation conducted during the teaching learning process
- ** Summative Evaluation . Evaluation conducted at the end of the session covering all the contents taught during the session

- 31 (i) What stage public examination/external examination is conducted ?
(Please mark (✓) at appropriate stage)

(i) Primary Stage [] (ii) Upper-Primary Stage []
(iii) Secondary Stage [] (iv) Higher Secondary Stage []

- (ii) If yes, please provide details in the given below

Sl. No	Stage	Yes/ No	If yes, then		
			In which Class/Classes	Purpose of the external examination	Who conducts this examination?
i	Primary				
ii	Upper-Primary				
iii	Secondary				
iv	Higher Secondary				

- (ii) What technique (s) is/are used in the public examination at different levels and how much weightages are given to them ?

Sl No.	Stage	Technique(s) used							
		Written		Oral		Practical		Any other (Please Specify)	
		Yes/ No	Weightage	Yes/ No	Weightage	Yes/ No	Weightage	Yes / No	Weightage
i	Primary								
ii	Upper- Primary								
iii	Secondary								
iv	Higher Secondary								

32 (i) Whether weightage to both internal assessment and external assessment are given to students for the purposes of promotion to the next class?

Yes/No

(ii) If yes, then how much weightage do you give to the internal assessment and external assessment in public examination?

(Please, provide information in the table given below)

Sl No.	Stage	Type of Assessment	Weightage in terms of % of Marks			
			Written	Oral	Practical	Any other (Please Specify)
i	Primary	Internal				
		External				
ii	Upper-Primary	Internal				
		External				
iii	Secondary	Internal				
		External				
iv	Higher Secondary	Internal				
		External				

33 (i) Whether Personal and Social Qualities are evaluated in schools?

Yes/No

(ii) If yes, provide information in the following table

Sl No.	Stage	Name of Personal & Social Qualities	Technique (s) used for assessment	Tools used	Reported in terms of Marks/Grades Pl. specify
i	Primary				
ii	Upper-Primary				
iii	Secondary				
iv	Higher Secondary				

34 (i) Do you show the evaluation records of Personal & Social Qualities in the Report Card? Yes/No

(ii) If yes, at which stage (Please Tick the relevant stage/stages)

(i) Primary [] (ii) Upper-Primary []
(iii) Secondary [] (iv) Higher Secondary []

- 35 (i) Do schools report Social and Personal Qualities in Report Card ?
 (ii) If yes which of the following is used for reporting at different stages?

Yes/No

(Please write Yes or No against each mode under each stage)

S. No	Mode	Stages of School Education			
		Primary	Upper Primary	Secondary	Higher Secondary
i	Marks				
ii	Grades				
iii	Statement				

- 36 Which of the following methods are used for indicating the performance of student in the scholastic and co-scholastic areas?

Sl No.	Stages		Scholastic Areas			Co-Scholastic areas		
			Marks	Grades	Both Marks & Grades	Marks	Grades	Both Marks & Grades
i	Primary	Internal						
		External						
ii	Upper-Primary	Internal						
		External						
iii	Secondary	Internal						
		External						
iv	Higher Secondary	Internal						
		External						

- 37.(i). Do teachers use 'Informal*' evaluation techniques?

Yes/No

- (ii) If yes, please write the different techniques used by teachers in the table given below)

Sl No	Stage	Techniques
i	Primary	
ii	Upper-Primary	
iii	Secondary	
iv	Higher Secondary	

* Informal Evaluation Techniques :- Such as peer evaluation, self evaluation by students, anecdotal records etc.

- 38 (i) Do schools inform parents about the performance of their wards? Yes/No
 (ii) If yes, then how are they informed? (Please provide information against each stage)

Sl No.	Stage	Modes
i	Primary	
ii	Upper-Primary	
iii	Secondary	
iv	Higher Secondary	

- 39 (i) Whether the annual results are analyzed? Yes/No

- (ii) If yes, how the feed back is used for decision making at different levels?
 (Please, provide information in brief)

Sl No.	Stage	Results are Analyzed	How the feed back is used
i	Primary		
ii	Upper-Primary		
iii	Secondary		
iv	Higher Secondary		

- 40 What suggestions would you like to offer for quality improvement in education at different stages?

Sl No.	Stage	Suggestions for quality improvement
i	Primary	
ii	Upper-Primary	
iii	Secondary	
iv	Higher Secondary	

- 41(i) Whether some innovative evaluation practices* are developed and implemented in the state for the quality improvement in school education?

Yes/No

- (ii) If yes, please mention briefly innovative evaluation practices in the table given below

Sl No.	Stage	Innovative Practice(s)	Please write the name of the school (s) where these innovative practices are in practice
i	Primary		
ii	Upper-Primary		
iii	Secondary		
iv	Higher Secondary		

- * Innovative evaluation practices : that evaluation practice which is uncommon and help out in improving evaluation procedure.

- 42 How evaluation may be used as an effective tool for quality improvement in teaching-learning process? (Please mention in brief)

43 Would you like to give any suggestion which has not been mentioned above?
(if yes please mention in brief)

Information provided by

Name _____

Designation

Complete Address (Official)

Phone No (0)

(R)

Fax No. _____

E-mail address

Mobile No.